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OBS/FBO jobLink/objectifEmploi Ontario

Interim Report

**Coordination and Evaluation Project
Access and Preparatory Studies Division
George Brown College**

**Josephine Lee, Dean
Margaret Shinozaki, OBS jobLink Project Coordinator
Norman Rowen, Research and Evaluation Consultant
Martine Giguere, coordonatrice FBO/OEO
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June 1995



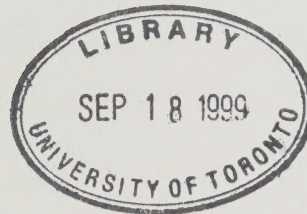
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June 1995



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Section I: Introduction and Context

On July 28, 1994, the federal Human Resources Development Minister, Lloyd Axworthy and the Ontario Minister of Community and Social Services, Tony Silipo, announced their respective governments' commitment to jointly fund jobLink Ontario. Several components were to form a part of the \$50M initiative including:¹

(i) 10-12 jobLink Resource Centres "to provide a 'visible door' in communities for social assistance recipients to get information on employment, training and support. They will better coordinate federal, provincial, municipal and community programs and services making them more accessible to people on social assistance". "Resource centre locations will be determined through a local planning process and are scheduled to be opened by January 1995";

(ii) a \$10M Innovations fund "to support innovative community-based projects that involve social assistance recipients in training and employment experiences that equip them for long-term jobs";

(iii) a \$10M increase in OTAB funding for training spaces designated for social assistance recipients to be complemented by a federal contribution of \$10M "to enhance its training and work experience programs that assist social assistance recipients who are in need of employment support... (including) women re-entering the labour market, immigrants, persons with disabilities and sole-support parents;

(iv) a \$2M fund for pilot projects "to assist Aboriginal people to achieve economic independence... shared equally by the federal and Ontario governments;

(v) a \$2M investment in jobsOntario Training Community Enterprise to "help unemployed people create their own small businesses by providing training and assistance during the initial phases of the start up."

In addition, \$1.5M was "contributed by HRD/C for Strategic Initiative monitoring, tracking and evaluation of program expenditures and outcomes."

Through the cooperation of the two levels of government, and of the Ontario Ministry of Community and Social Services and the Ontario Training and Adjustment Board (OTAB), it was determined that approximately \$6.5M of the funds allocated under item (iii) above would be used to enhance the basic skills of social assistance recipients (SARs) under the rubric of the Ontario Basic Skills programs, as well as \$3M to FUTURES, and \$1M for each of the Transitions Help Centres and for access to apprenticeships.

The OBS/FBO jobLink/OEO program was furthered on August 3, 1994 when the Literacy Section of the Learning and Employment Preparation Branch of OTAB invited the OBS/FBO managers from the 23 community colleges to a meeting to discuss the OBS/FBO jobLink/OEO initiative at a meeting on August 26, 1994.²

Literacy Section staff had provided OBS/FBO managers with materials in preparation for the meeting including an outline of the OBS/FBO jobLink/OEO application process. The presentation included an explanation of the two streams of funding: stream 1 for "increasing the number of SARs in existing OBS/FBO programs" and stream 2 for "special projects which increase the effectiveness of delivery to SARs within the OBS/FBO program." In addition, the

¹Information below is excerpted from the Governments' news release and background materials.

² Also present at the meeting was Garth Jackson, CEO of OTAB and Pat Madden, (then) Director of the Transitions Unit, which had responsibility for liaison with COMSOC and jobLink planning at OTAB.

documentation noted that "a project can be used to enhance services in one or a combination of any of the following OBS/FBO program components:"³

- vocational counseling
- assessment of prior learning, basic skills, aptitudes, options and goals
- training in literacy, communications, math, science, ...
- life and employability skills
- practical "hands-on" experience
- introduction to computers
- job search skills including resumes, interview techniques, job shadowing...
- recognition of learning.

In addition, areas for project development might also include:

- creating partnerships (with other providers, with regard to the Literacy Community Planning Profile)
- bridging between English as a Second Language (ESL⁴) and basic skills programs
- assisting students in their transitions between OBS jobLink programs and other training or post-secondary program
- assisting students in their transitions between OBS jobLink programs and employment and/or creating new or special partnerships with employers
- providing special follow-up support for learners leaving OBS jobLink programs.

The application steps which followed these descriptions provided guidelines for colleges to follow in developing their proposals which were to include: a description of need, planned activities, anticipated results, follow-up and an evaluation plan (the latter are discussed in more detail in Section V, below). Applications were to be submitted no later than September 12, 1994.

Literacy Section staff determined the allocation of funds and informed colleges during the week of October 17, 1994. As a result of their decisions, approximately 40% (\$2.6M) was allocated to stream 1 projects, both OBS and FBO; and 50% (\$3.2M) was allocated to 54 stream 2 projects (51 English language, 3 French). In addition, the remaining 10% (\$.7M) was allocated for support allowances. All but one college received stream 1 funding⁵ essentially in proportion to their share of OBS/FBO activity. However, stream 2 projects were allocated on the basis of the nature and quality of the proposal, the college's involvement in one of the 10-12 target areas (related to the proposed jobLink Resource Centres), and available funds. The result was that some colleges received funding for several projects (e.g. 10 projects at various campuses of Georgian College) while others received funding for only one project.

It is important to note that the allocation for stream 2 projects represents an innovative and potentially important use of jobLink funding. It would have been possible (and probably most expedient) to provide the total OBS/FBO allocation simply to increase spaces for SARs, as these learners have historically constituted a significant portion of OBS/FBO participants. (The profile of OBS/FBO and jobLink populations is discussed in Section IV below.) The invitation for stream 2 proposals, however, ensured that a portion of the jobLink funding would be used not merely to augment available spaces, but to enhance the programs and services which might better meet specifically identified needs of SARs.⁶ In addition, the information

³The initial documentation is included as Appendix A from which the components listed are taken.

⁴When the term 'ESL' is used, it refers to students from other than French or English cultures who are learning English. ESL does not include Francophones who may be learning English.

⁵Durham College did not request stream 1 funding.

⁶This is not to suggest that the existing OBS/FBO offerings were judged to be inadequate or inappropriate to the needs of SARs; rather, the stream 2 projects would provide for colleges to explore particular approaches to either curriculum or delivery which would enhance the prospects for SARs to be successful in meeting their goals.

made explicit reference to the policy statement "Accountability Framework for Adult Literacy Education System and Core Quality Standards for Programs", which had been recently approved by the governing body of OTAB, as well as the need for projects to include an evaluation plan in their proposed activities. These elements can be understood as vehicles to help colleges (and, eventually, other providers) further develop their capacity for ongoing program improvement. (While it may appear obvious, the potential program improvement benefits from the stream 2 allocations and what might be learned from the projects and their evaluation should not be underestimated, and the Literacy Section should be commended for its efforts to enhance the effectiveness of programs by providing funding for such projects as part of the OBS/FBO jobLink/OEO initiative.)

OTAB staff presented a great deal of information to managers from the colleges at the August meeting including an overview of the jobLink initiative and its components and a more detailed explanation of the OBS/FBO jobLink/OEO project and processes for college applications. The participants understood the urgency with which the governments wanted to proceed and, as will be noted below, the speed of implementation created its own difficulties.

For example, it was expected that the learners involved in the OBS/FBO jobLink/OEO initiative would be recruited through the resource centres (when established) and that these centres would serve to ensure appropriate referrals and the coordination among the locally available programs be they provincial, federal or municipal. In fact, coordination appears to have been far more the exception than the rule. In areas where colleges had already developed strong relationships with either government funders or other providers, recruitment of learners proceeded somewhat smoothly. In many other areas, there appear to have been significant obstacles to recruiting learners. Given that colleges appear to have taken seriously the need to implement the OBS/FBO jobLink/OEO initiative as soon as possible, while other elements and programs were proceeding along some different timelines, the lack of coordination appears to have contributed to some of the difficulties experienced.

This problem, however, may be temporary or transitional. The eventual development of the resource centres may resolve some of the coordination problems. And the training of municipal and provincial social assistance workers may also enhance the referral process. However, it is unclear whether either resource centres or staff training will resolve the problem of 'competing programs' discussed below. It is also unclear the extent to which any of the 'start-up' difficulties (including, for example, recruitment of learners) are a function of other jobLink components having had a slower start up than the OBS/FBO jobLink/OEO component. It may be that other partners, federal, provincial or municipal, were unable to support the opportunities available for SARs through the OBS/FBO jobLink/OEO program owing to their own planning and program development. For whatever reasons, it is evident that the initiative encountered some initial 'bottlenecks' and, as will be discussed below, colleges responded in a variety of ways to the challenges posed in the program's start-up.

The problems of ensuring appropriate referrals and enhancing the community planning process are clearly related and obviously important to the ultimate success of the jobLink initiative as a whole, and are the subject of additional discussion in Section VII, below.

The balance of this report is organized in several sections. Section II provides a description of the OBS/FBO jobLink/OEO initiative and, in particular, provides a summary of the fifty-four stream 2 projects. Section III discusses the processes by which the projects developed, focusing on some of the start-up problems encountered and the ways colleges found to address these challenges. Section IV offers a profile of learners and includes not only data on OBS/FBO jobLink/OEO participants, but also compares their profile on a variety of characteristics to other OBS/FBO participants for the 1994-95 year, and to OBS/FBO participants in the 1993-94 and 1992-93 cohorts. Section V discusses the evaluation of the initiative including stream 1 and

stream 2 evaluation activities and two principal challenges. The main activities of the 'coordination and evaluation' project are outlined in Section VI. Finally, Section VII presents some discussion of three key issues we have identified: (i) program organization, including duplication and related problems, (ii) communications issues, and (iii) issues related to how learners' success is defined in the context of program evaluation.

Before proceeding, it should be noted that this first interim report is somewhat lengthy owing to the descriptions of a variety of activities. The second interim report will be more limited and will focus on two main areas: (i) additional analysis of the data on learners (analyzing the relationship between, for example, educational background and program elements and attainments) and (ii) analysis of data collected through the follow-up of stream 1 learners (including analysis of learners' participation in employment and further education, and relating their attainments to background variables identified through the existing data).

Section II. Description of Stream 1 Activity and Stream 2 Projects

In this section we provide a brief overview of the basic elements of the Ontario Basic Skills jobLink program: 'stream 1', in which colleges increased the enrollment of SARs in regular college OBS/FBO programs, and 'stream 2' projects, which are designed to develop and pilot new methods of program delivery which may lead to improvements in the overall OBS/FBO program. The stream 2 projects are described in relation to five broad themes. [More detailed descriptions of each project, including modifications to the projects as they evolved, are attached as Appendix B.]

(1) Stream 1

OBS/FBO is a program designed to meet the individual learning needs of students in developing their basic skills in mathematics, communications and science. Instruction is usually modularized or packaged in such a way that students are able to start at any time. Classes usually run on a 'continuous intake' basis and, with new students starting every one or two weeks, a classroom might include students working on a wide range of academic skills at the same time. As skills are mastered, students may move on to the next 'level'. A few colleges report that they try to prepare students in their level 3 and 4 classes for post-secondary programs by providing lectures, scheduled tests and assignments, rather than individualized, self-paced programs. In these cases, intake may be monthly or bi-monthly. Students may remain in an OBS/FBO program for up to 52 weeks.

Basic skills can be equated to four educational 'levels': Grades 1 to 6; 7 and 8; 9 and 10; and 11 to 12.⁷ Community literacy agencies and boards of education are the primary deliverers of basic literacy (level 1) programs, while colleges deliver levels 2, 3 and 4 programming. In the higher levels, colleges often deliver curricula geared to the specific needs of particular post-secondary courses of study (e.g. business, technology, health sciences). Most colleges offer computer literacy in their OBS/FBO programs, and many currently include some of the 'employability skills' program developed by colleges in conjunction with Human Resources Development/Canada.

Although OBS/FBO programs vary among colleges, the basic subjects are similar. Most students study mathematics (e.g. fractions, percentages, order of operations, word problems, algebra) and communications skills (such as basic grammar, writing clear sentences, paragraphs and reports, and reading comprehension). In some colleges, communications also includes employability skills such as career planning, job search, time management, or study skills. Science (physics, chemistry, and biology) are also available.

Adults over the age of 25 years study in the OBS/FBO program to: gain the basic skills to be accepted into post-secondary or other skills training programs; enter or re-enter the work force or change careers. Over the years, students have also enrolled in OBS/FBO for other reasons, such as to fulfill the need to participate in a program in order to remain eligible for social assistance benefits. Some colleges have noted that there seems to be an increasing demand for OBS/FBO by younger adults.

⁷These 'levels' may be revisited in terms of the learning outcomes outlined in the Articulation and Standards Project (ASP)/Projet d'articulation des programmes préparatoire collégiaux (PAPPC) and Recognition of Learning Project (RALP). The four levels currently used to identify learners' skills are part of the statistical reporting in Section IV, below. While these levels may not convey sufficient information about learners' abilities, they are, at present, the only basis for reporting.

(2) Stream 2

We have grouped stream 2 projects by their primary objectives. Although it may appear arbitrary, the purpose of the groupings is to illustrate some commonalities in related projects. The 54 stream 2 projects (51 OBS and three FBO) at 22 colleges⁸ related to five general themes: (1) transition to other education and training, (2) transition to employment, (3) modified OBS, (4) assessment, placement, and outreach, and finally, (5) curriculum and professional development.

(1) Transition to Other Education and Training (5 projects)

- Humber
- Seneca (A) (C) (E)
- Mohawk (C)⁹

Five projects are designed to assist students who need a transition program to develop specific skills including personal management or life skills in order to succeed in ongoing education and training. Taken together, the projects plan to serve a total of about 80 SARs from special target groups. Two projects work with women; one with students of African or Caribbean origin; and two projects work with deaf and physically disabled individuals, respectively. Three of the five projects began in the spring and the remaining two projects will start in the summer and fall.

The Mohawk (C) and Seneca (E) projects are designed to prepare students who have successfully completed an OBS program for further post-secondary education. The students in the former project will have completed the OBS Deaf Empowerment Program, but are thought to need more time to make vocational decisions and further develop their communications and numeracy skills; students in the latter project have completed OBS Level 4 and have already decided on their vocational goals. They have already been accepted into a post-secondary program for this fall and so are being provided with only a short course to enhance their study, time management, and computer literacy skills.

Three projects prepare persons for the OBS program. One short two-week program is designed to prepare women who are already on a waiting list for the OBS program. Historically, the drop-out rate for women on social assistance is very high for a variety of reasons, including a lack of personal support and control in their lives. This project provides activities such as Wen-do, the Outward Bound program, and other life skills exercises to increase their self-esteem, self-confidence, and sense of control; and to develop a support network among their fellow students as they continue in the OBS program.

The project for persons of African and Caribbean origin is 24 weeks long, and the program for persons with physical disabilities is 42 weeks in length. Both projects provide instruction in basic mathematics and communications skills, as well as employability skills such as time management and career planning and vocational decision-making. jobLink funds allowed the latter college to set up a computer lab with specialized equipment and software so that students with physical disabilities could access the OBS program.

(2) Transition to Employment (17 projects)

- Algonquin (A)
- Cambrian (A) (B)
- Canadore
- Centennial
- Conestoga (A) (B)
- Durham
- George Brown (A)
- Georgian (I) (J)
- La Cité collégiale
- Loyalist
- Niagara
- St. Lawrence
- Sault (A)
- Sheridan (A)

⁸ St. Clair College did not have a Stream 2 project.

⁹ Where colleges have more than one stream 2 project, the letter appearing in brackets after the college name refers to the specific project as outlined in Appendix B.

Nearly one-third of all stream 2 projects are designed to prepare students directly for employment. Recently, there has been renewed emphasis on the 'soft' skills needed for work; for example, last year HRD/C and colleges jointly developed the 'Employability Skills Program' which describes the basic skills needed for today's workforce.

Fifteen of the 17 projects include some or all of the following components: job search (e.g. resume preparation, interviewing skills), career planning, and an unpaid work experience or job shadowing component. Fourteen of the projects started between January and April. Thirteen of the projects plan only one intake and the remainder will have two or more intakes. The 17 projects are targeted to serve approximately 525 students. Those colleges with multiple intakes state that as their projects become known, they anticipate that it will be easier to reach their targets.

Six of the projects in this group serve persons with developmental challenges, learning or psychiatric disabilities, or who speak English as a Second Language.

Projects are from one and 45 weeks long: half of the projects are from 12 to 24 weeks in length, one quarter from one to 10 weeks; and the remaining quarter are longer than 24 weeks.

Two of the three projects that do not have an unpaid work experience component, also do not include job search skills, but take students step-by-step through the development of a small business plan.

Fifteen projects include job search skills. The short one-week project teaches only job search skills; while the remaining 14 projects also include career planning, computer literacy, and up to fourteen weeks of unpaid work experience. One 42-week project includes 34 weeks of ESL instruction and, if students have still not found work after eight weeks of unpaid work experience, they will be referred to the college job finding club. The 45-week project includes up to 14 weeks of unpaid work experience and also plans a similar 2-week post-program support for students still seeking employment after the work experience.

A few colleges report that as they contacted employers to set up unpaid work experience opportunities, they were told that four weeks was too short a period for students to develop their employability skills and that it would not be cost-effective for them to provide adequate supervision for the students for such a short period of time. It should be noted that the federal Work Adjustment Training (WAT) program which provided work experience to disadvantaged clients was 16 weeks in length and the Futures program lasts 16 weeks or longer. Where feasible (i.e. availability of college staff to monitor the placements), projects plan to extend shorter unpaid work experience to eight weeks or longer. Extending unpaid work experience may also have implications, for example when reporting student contact hours (work days are generally longer than a school day), or for colleges when computing faculty workloads for supervision of the placements, or in some communities, for how municipal social services offices view such activities (i.e. some offices consider unpaid work experience to be work rather than training).

Faculty involved in the three of the shorter courses (from one to 10 weeks) find that the courses, as originally designed, cannot deal adequately with the personal issues that surface for SARs returning to school. In fact, even projects with longer durations noted that students require more extensive life skills than originally anticipated. Colleges adapted their curriculum and duration to accommodate individual students' needs as much as possible; or the students were referred for counseling services or more appropriate programs such as Job Readiness Training (JRT).

(3) Modified OBS (14 projects)

- Georgian (B) (C) (D) (E) (F) (G) (H)
- Lambton
- Mohawk (E)
- Northern
- Sault (B)
- Seneca (D)
- Sir Sandford Fleming (B) (C)

Fourteen projects were funded to modify the regular OBS communications and mathematics program by offering a different instructional approach (e.g. computer-assisted learning) in the core program, or by incorporating employability skills elements such as career management, critical thinking, or job search and maintenance skills into the OBS program. Projects are divided into two equal groups. The first group of seven projects works with full-time students already enrolled in the college OBS program by modifying part of the regular OBS program to provide some 'new' elements. In the second group of projects, learners attend fully 'new', rather than existing programs.

Twelve of the projects started between November and May; the remaining two will start in the fall. Approximately 400 students will be served by this group of projects.

Seven of the 14 projects incorporate workshops or courses into the OBS program for students already attending classes. Many of colleges report that OBS/FBO jobLink/OEO students are included in upgrading classes with students whose fees are paid by WCB, UIC, or other sources, therefore, these other OBS students are also receiving these new workshops or courses. However, only SARs are reported in their jobLink statistics.

Four of these seven projects included study skills or college orientation instruction in their communications program. The workshops were from 25 to 50 hours in length. One of the four colleges also trained nine OBS students to work as peer tutors and to support new students who were just starting the OBS program. In addition to study skills, one other college will add a summer semester to their regular OBS programming.

Another project delivered a portion of the regular mathematics instruction through a computer-assisted math program. The project will use a control group to compare the effectiveness of computer-assisted learning with traditional OBS methodologies.

One project incorporated a career planning and job search module for only basic level learners into the communications program. In order to meet its targets, the workshop is now being offered to all OBS students those who are thought to need it.

After faculty have been trained, the final project will provide workshops for OBS students to develop their individual Prior Learning Assessment (PLA) portfolios.

The second group of seven projects in this group offer new full-time modified OBS courses. These projects are from ten to 29 weeks in length.

One college offers six very similar projects at different campuses. Four projects are 10 weeks long and focus on career development and job search skills; the two remaining projects are longer as they include literacy and numeracy instruction. One of the two projects is 18 weeks and the other 29 weeks.¹⁰ Of the six projects, two have been completed, two are underway and are scheduled to end in the fall, while the final two projects have been postponed until the fall due to other community priorities (e.g. the planning and implementation of a jobLink Resource Centre).

The final project in this group is 24 weeks long and serves deaf students.

¹⁰ The 29 week project serves severely disadvantaged learners and includes more extensive life skills than the other five shorter projects.

(4) Assessment, Placement, Outreach (10 projects)

- Algonquin (B)
- Conestoga (C) (D)
- Fanshawe (C)
- Georgian (A)
- Mohawk (A) (B)
- Sault (C)
- Sheridan (B)
- Sir Sandford Fleming (A)

Ten projects explore initial, ongoing, and final assessment procedures and practices; and look at factors impacting on student success and retention. All projects started before March and last from five to 12 months in length. One project was completed at the end of March; while the remaining nine projects will finish between September and the end of December.

The first group consists of seven projects which provide outreach and assessment services directly to approximately 150 individuals.

Two of this first group of seven projects provide ongoing assessment and goal setting to students already enrolled in OBS programs. In one project, OBS faculty were trained to provide academic advising so that they could assist all the OBS learners in setting appropriate learning and educational goals. The second project refers students who require more than college counseling services for psycho-educational assessments. If required, special adaptive equipment may be purchased.

The remaining five projects in this group reach out directly to individuals who live in under-served and isolated communities and wish to undertake training or education. They are interviewed and tested, if necessary, and then referred to appropriate local upgrading or skills training programs including, but not limited to, college programs. In addition to outreach services to persons in isolated northern communities, in one project college faculty coordinated the jobLink Resource Centre advisory committee. This project was completed at the end of March and the Resource Centre opened in the April.

Three projects will identify assessment tools and strategies currently used in their communities by working with government, non-profit agencies, and/or other training providers to develop a common tool or approach to be used in the assessment of learners' educational and vocational training needs.

The two final projects will survey former OBS students by phone to determine their satisfaction with the OBS experience and learn their current training needs. They will use the data collected to understand reasons for student attrition and will then use the information to improve their programs and meet learners' needs.

(5) Curriculum and Professional Development¹¹ (7 projects)

- Algonquin (C) (D)
- Confederation
- Fanshawe (A) (B)
- George Brown (B)
- Mohawk (D)

Six projects were designed to investigate alternative methods in the delivery of OBS instruction; develop OBS curriculum; and provide professional development to OBS faculty.

All projects started between October and February and will be completed by December. Projects range from five to 12 months in length.

¹¹ It should be noted that one curriculum project dealing with computer-assisted mathematics instruction is to be found in the section on modified OBS programs as it actually provides instruction to learners.

Two of the three curriculum projects research the feasibility of delivering the communications, mathematics, and science components of the OBS program through distance education and computer-assisted instruction. A third project is developing independent learning modules of six employability skills (e.g., career management).

Three other projects will offer professional development to OBS faculty and other literacy groups. One project works with the community literacy groups to set up a resource centre and purchase materials for the community. A second project will assist community agencies in organizing a literacy conference for OBS faculty and other literacy providers in the fall. The third project will train college OBS faculty to deliver employability skills to students in their regular OBS programs.

The final project in this group is funded to coordinate and evaluate all OBS/FBO jobLink initiatives in all colleges. More detailed project information is provided in Section VI in this report.

We expect that colleges will learn valuable lessons from the stream 2 projects described in this section. As projects are completed and the findings distributed, we hope that colleges will use the innovative curriculum ideas and consider alternative delivery methods to improve their OBS/FBO programs.

Evaluation plans for stream 2 projects are discussed in Section V in this report.

Section III jobLink/OEO Start-up and Implementation

This section describes the challenges facing colleges as they implemented the OBS/FBO jobLink initiative. As noted earlier, colleges were given very little time to prepare proposals and then to implement the projects. The speed with which colleges were expected to implement jobLink led to initial problems in student recruitment and, thus, to some degree of difficulty in achieving targets. A major stumbling block to the smooth implementation of OBS/FBO jobLink/OEO was the proliferation of competing federal, provincial and, in some cases, municipal programs.

(1) Timing

OBS/FBO managers first learned about OBS/FBO jobLink/OEO initiatives at a provincial meeting late in August. Colleges had less than one month to submit proposals at one of the busiest times of the year, when classes were just starting up after a summer slow-down or recess. Due to the deadline for applications, colleges stated they felt very rushed and were not able to consult with the community or others as thoroughly as they would have liked. Although the results may very well have been the same, a few colleges felt that had they had an additional couple of months, until the end of November to get their projects underway, and to consult more thoroughly with their communities and their own college staff, the start-up would have been achieved more smoothly. They report that they may have been able to establish more realistic targets for both their stream 1 and stream 2 projects and might have developed even better projects to address their community's needs.

Colleges learned about their jobLink allocations late in October. Since innovative stream 2 projects could run as long as 52 weeks, it was anticipated that starting courses and workshops for students after January would still allow enough time to recruit students and finish their projects well before December 1995. However, for about half the stream 2 projects, even two months was not enough and so start dates were postponed until February or March or even later.

Where colleges added a jobLink stream 1 class, or incorporated a new component to their regular OBS/FBO program, they anticipated that minor changes to timetables and the task of arranging additional sessional faculty would be simple adjustments. However, a few colleges found that as neither classroom space nor the appropriate faculty were available, the implementation was delayed even more. One college solved its space and timetabling problems by re-scheduling one of its regular OBS classes from 8:00 AM to 1:00 PM and adding the jobLink class from 1:00 to 6:00 PM.

(2) Achieving Enrolment Targets

It became evident as jobLink initiatives got underway late last fall that the original target of approximately 2500 SARs might not be achieved. It is too early to tell whether stream 2 targets will be met as we have statistics only through March 31, 1995. However, roughly half the colleges report that they will more than likely meet their stream 2 targets.

Initially, about half the colleges were having difficulty meeting their targets for stream 1. Early this year, four colleges returned stream 1 funds which were subsequently re-allocated to other colleges without recruitment problems. According to the Literacy Section's 1994-95 year-end statistics, colleges achieved over 90% of their stream 1 numerical targets; by region: Central 94%; Eastern 143%; Northern 56%; Western 94%. Over half of all the colleges achieved or came close to meeting their targets. Ten colleges exceeded their targets, one by as much as 137%. The statistics support the notion that, given time for implementation, colleges will generally meet their targets.¹²

¹²However, the regional figures obscure some significant variation in the success of individual colleges.

Colleges have targets for both the number of participants, as well as the number of 'contact hours' delivered. We had questions as we looked at whether the contact hour targets are being achieved. For example, since programs are individualized to meet specific student goals, two students who require only level 4 science for entry into a post-secondary program may choose different timetables. One student might choose to have a full-time program of 20 hours per week for five weeks, while another student may attend five hours a week for 20 weeks. Colleges define a full-time program anywhere from 15 to 25 hours, while part-time programs run three to 14 hours. Reporting on the achievement of numerical targets may also be misleading since, a contact-hour target of 20 may involve one student attending 20 hours or four students attending five hours per week. Therefore, the same 20 hours may be reported as serving from one to four students.¹³

Among those colleges which readily achieved their targets were those which had extensive waiting lists for their OBS/FBO programs. They were able to call SARs and place them from the list as soon as budget allocations were made late last October. Other colleges transferred SARs already enrolled in the OBS/FBO program to jobLink/OEO places and backfilled these vacant places with non-SAR students off their waiting lists.

As is to be expected, colleges were not able to contact all the SARs on their waiting list. The difficulty in contacting students could well be a function of both the age of the waiting list, and the degree of instability in the personal lives of the SARs. Some colleges found that a significant number on their lists had moved from the address provided; given a phone number that was no longer in service; found other programs to attend; or changed their minds and were no longer interested in pursuing upgrading of their basic skills.

In a few colleges where the stream 2 projects provided modified OBS programs to their regular students, targets were higher than the numbers actually achieved. A few colleges reported that they did not fully understand the eligibility criteria for jobLink and so included all their OBS students, not just SARs, in forecasting their targets. At least two colleges noted that in their stream 2 projects where they offered an employability skills component as an elective, some students already had similar workshops, and fewer students than projected were interested in attending.

(3) Student Recruitment

The duplication of programs and lack of coordination among the various levels of government in the many initiatives for SARs has presented a major roadblock in colleges recruiting students. Last fall, a number of competing special initiatives for SARs were added to the already existing federally, provincially, and municipally-funded SAR programs. We are told that HRD/C experienced the same time constraints as colleges in implementing SAR initiatives. One college reported that in its community last winter, there were as many as 13 different SAR projects. Needless to say, competition for the same SAR clientele was very keen, and with the proliferation of many similar programs, colleges suggest that agency staff had considerable difficulty differentiating among the programs and determining the one that would best meet their clients' needs. This difficulty may be because differences among programs are not well understood or, alternatively, because processes to identify client needs have not been developed. The former reason may be addressed through the development of the resource centres; the latter reason will be addressed only through the development of enhanced and effective assessment processes.

It appears that a few colleges had very little difficulty recruiting students because the persons in charge of OBS/FBO programs had developed strong links with their communities over the

¹³A brief comparison of 'contact hours' is included in the statistical profile (Section IV, below).

years. Municipal and provincial social services offices as well as other agencies, such as HRD/C, recognized that the college delivered very worthwhile, high-quality programs that met community needs. These colleges were easily able to meet their stream 2 project targets.

Those colleges which initially had problems achieving targets tried a variety of strategies, including mounting an extensive marketing campaign to advertise their jobLink initiatives in local community and ethnic, as well as daily newspapers, distributing handbills, placing ads on cable television stations, arranging for OBS students to be interviewed for newsletters and on community television. A few colleges reported that they assigned faculty and staff to network with referring agencies, and one college hired former students to reach out directly to SARs in public areas such as shopping malls and community centres. These initiatives met with varying degrees of success.

A few colleges reported to us that their local municipal social services offices discouraged recipients from participating in training programs. SARs in these communities told college faculty that they would not go to school because they were afraid that their benefits would be terminated if they were attending a training program rather than seeking work.

The expectation that students complete their stream 1 program by March 31, 1995 discouraged a number of individuals from starting as they assumed that they would not be able to achieve their goals in the time available to them. Some colleges were reluctant as well, to enroll these students as their regular OBS/FBO programs were full and they would not be able to continue to accommodate jobLink students once the funds were exhausted. They expressed a concern that their credibility in the community would be compromised if they had no programming for the students after the end of the fiscal year. Other colleges assumed that funding would continue and, therefore, students would continue beyond March 31, 1995.

If jobLink students are transferred to the regular OBS/FBO program, a problem of tracking the students may result. We did not ask colleges detailed questions about their procedures because colleges report statistics routinely to OTAB. However, the collection of data may require some attention if it remains important to track individual jobLink learners. The stream 1 follow-up survey may report learners who are transferred as 'continuing in an upgrading program' or as not yet having left jobLink. (We may be able to say more about this in the second report in the fall, following the analysis of 1995-96 first quarter data.)

A few colleges had problems with Special Support Allowances (SSA). Colleges may not have budgetted for SSA, underestimated the need, or received less than they requested. At least two colleges indicated that some SARs could not attend without transportation or child care allowances. Where there are sufficient SSA budgets, some SARs found that reimbursement rather than an advance for travel expenses posed a hardship; for example, students did not have the money to pay in advance for their daily parking, gas, or fares for public transportation.

Accessibility to programs for SARs residing in small communities is an even more severe problem. In some areas public transportation is virtually non-existent. We know of at least three students who hitchhiked to attend jobLink classes. (The stream 2 projects related to individualizing instruction may assist such learners in the future.)

In some anglophone colleges where there are FBO programs, there is a perception among francophone faculty that FBO takes second place to the OBS program. Some colleges report that FBO jobLink students are taught by bilingual faculty in anglophone OBS classes. At these anglophone colleges it was also reported that OBS jobLink targets were to be met before FBO targets.

In their attempt to meet targets, a few colleges reported that they did not have time to screen students adequately. A number of colleges found that many of their SAR students were far less ready for training or employment than other students they had taught in the past. They found that their jobLink students needed far more counselling and employability skills training than the projects were able to offer.

In view of the fact that March 31, 1995 OTAB statistics show more than 90% achievement of targets for stream 1, it would appear that colleges have lived up to the challenges of getting projects up and running under less than ideal conditions. It is not yet clear if colleges will be similarly successful with their stream 2 targets and the information is not available from the year-end data.

Section IV: Statistical Profiles¹⁴

Introduction

This section provides a statistical profile of students in Ontario Basic Skills (OBS)/Formation de Base de l'Ontario (FBO) programs in 1992-93, 1993-94 and 1994-95, and jobLink students in 1994-95. Information is provided on demographic characteristics, enrolment patterns, program achievement and for those who have exited or withdrawn from their programs, reasons for leaving and outcomes.¹⁵

An important purpose in constructing these profiles is to compare jobLink students with other social assistance recipients (SAR) in regular OBS/FBO programs. This required constructing separate profiles for SAR students; in addition, we have provided breakdowns for two other major client categories for OBS/FBO programs as defined by source of income: (i) those on UIC, vocational rehabilitation and workers compensation; and (ii) students not reliant on any government program but on their own or family income. Table A shows the distributions of these groups for each year.

Tables 1 to 3 cover demographic characteristics of students including gender, age, family status, home language, country of birth, cultural group and educational attainment. Table 4 presents enrolment distributions by region and language of instruction; Table 5 shows distributions of students by full-time/part-time status and number of contact hours per week. The following two tables provide distributions of students' assessed skill levels in communications, mathematics and science for English and French language programs, respectively (Tables 6a and 6b). Tables 7a and 7b profile enrolment in communications, mathematics and science courses overall and by a level. Enrolment in additional skills courses- training readiness, life/workplace skills - is shown in Table 8.

Tables 9 and 10 examine achievement in basic communications, mathematics and science programs. An improvement or "gains in ratings" measure is constructed by subtracting entry level ratings from exit ratings. Average gains are reported for students grouped in two different ways: by the level of the program they were enrolled in (Table 9) and by their entry-level ratings (Table 10). It should be stressed that the ratings are relatively crude measures of communications, mathematics and science skills, which simply classify students into one of four broad levels. Moreover, the reliability of student ratings can be questioned. It is not at all clear that students are assessed in the same way, or that raters are consistent from college to college in how they make their judgments. Thus, differences in ratings and in improvements in ratings across groups need to be interpreted cautiously.

Table 11 reports proportions of students who have left programs, and the relative proportions of planned exits versus withdrawals. The following table looks at distributions of primary reasons for leaving programs for both these groups separately. Table 13 looks at the immediate destinations of students making planned exits for programs. (Information on destinations of those withdrawing from programs is too incomplete to report.)

The completeness of the information provided below varies from table to table. In the case of Table 4, we have complete information on the distributions of students by region and by

¹⁴This section was largely prepared by Douglas Hart, Senior Research Officer at the Ontario Institute for Studies in Education. We also wish to thank Andrea Hayman, (Acting) Manager of Grant Allocation, Literacy Section, OTAB, for her assistance and encouragement.

¹⁵The stream 1 follow-up survey will report on the status and experiences of jobLink participants three months after they leave the program. These data will be analyzed and reported in the next interim report as the interviews are only now being conducted with former participants. The data reported in this section is taken from the trainee profiles and trainee status reports for the period ending March 31, 1995, as reported by the colleges to OTAB. The variables reported here are defined in those forms.

language of instruction, because this data is generated by the administrations of the colleges themselves, requiring no contribution from the student. Enrolment data presented in Table 6 and 7 are complete, for the same reason. However, demographic data and information on program leaving is based on forms completed by students. As the missing information row of Table A indicates, over 15 percent of OBS/FBO students failed to complete the Trainee Profile Form (or colleges failed to forward the data). Among those completing the forms, not all provided answers to each relevant question. Turning again to Table A, we see that small proportions of students in each year did not state their source of income.

In most instances, tables exclude both those who did not complete forms and those who did not answer the relevant questions, even though they completed the form. Each table provides the number of cases on which reported percentages are based.

In reviewing each table below, we ask three questions: have patterns changed or remained stable across the three years, are there persistent differences among major client groups and finally, are there systematic differences between jobLink students and SAR students in regular OBS/FBO programs?

Income Groups

Social assistance recipients (hereafter the SAR group) constitute just over 40 percent of OBS/FBO students in 1992-93 and 1993-94 for whom we have information on source of income, and over half in 1994-95. The proportion of students reliant on unemployment insurance, vocational rehabilitation allowances or workers compensation (hereafter the UIC/Rehab group) has steadily declined from 24 percent in 1992-93, to 16 percent in 1994-95. The proportion dependent on their own or family income (non-government group) has remained almost stable: 24-25 percent in 1992-93 and 1993-94, 22 percent in the latest year. It should be noted that while all jobLink students are social assistance recipients at the time they enter the program, a small minority report another main source of income. This may be a matter of the time period respondents considered in answering the question.

Demographics

Gender, Age and Family Status

As shown in Table 1, overall, women constitute over half of OBS/FBO trainees in each of the three years covered by our data. However, the overall distributions mask sharp differences among types of clients. The UIC/Rehab group is two-thirds male in each year. The SAR and non-government groups are about 60 percent female. The gender ratio for jobLink students is almost identical to the overall profile in 1994-95 and close to the distribution for SAR students in regular OBS/FBO programs.

The median age of OBS/FBO trainees is 33 (rounded) in each year. The overall age distribution is also largely stable. Over 40 percent of students are 25-34; just under 30 percent fall in the 35-44 age group. UIC/Rehab trainees are less likely than others to be under 25; SAR trainees are less likely to be 45 or older. jobLink students have a similar (but slightly younger) age profile to regular program SAR students.

'Family status' as profiled in Table 1 is a simple combination of marital status and parental status. Profiles on this variable are very similar across years, overall. Those unmarried and without children represent almost four in 10 trainees in any year. Trainees who are married but without children form a small minority of students. Among the nearly half of trainees with children, there is a nearly equal split between married and single parents. This masks sharp differences among groups. SAR trainees include a much higher proportion of single parents -

over 40 percent - and a smaller proportion of married parents than other groups. In comparison, about a third of jobLink students are single parents. jobLink students are more likely than regular program SARs to be single and without children.

First Language, Country of Birth and Cultural Group

Overall, about two-thirds of trainees are native speakers of English, one in 10 are francophones and a fifth are native speakers of a heritage language (see Table 2). These proportions have remained stable over time. SAR students include a larger proportion of anglophones than others and in particular, the non-government group. The profiles of jobLink and regular program SAR students are virtually identical on first language.

About seven in 10 trainees are native-born in any year. This proportion is somewhat lower for the non-government group.

In each year, about three-quarters of students identify themselves as white. One in 10 indicate they are black; smaller minorities identify themselves as aboriginal, or Asian/Middle Eastern. A larger proportion of the UIC/Rehab group classified themselves as "white"; a larger proportion of the SAR group reported their cultural group as 'black'. The profile of jobLink students is again, virtually identical to that of regular program SAR trainees.

Educational Background

There has been a small, but consistent increase in the proportion of trainees with a high school diploma (see Table 3). This stood at 20 percent in 1992-93 and 24 percent in 1994-95. There is no consistent pattern for other categories of education. About one in five students enter OBS/FBO programs with less than grade 9. Just over a third have completed grades 9 or 10, and about a quarter, grades 11 or 12. Educational attainments are somewhat lower among SAR trainees and somewhat higher among the non-government group. jobLink and SAR regular program students share similar education profiles.

Overall, about two-thirds of students in each year completed their highest level of schooling at least 10 years prior to entering the OBS/FBO program. This proportion holds for most income groups. Among the UIC/Rehab group, however, about four in five completed their schooling a decade ago; for over half, 15 years or more have elapsed.

Over three-quarters of students received their highest level of schooling in Canada. The proportion is close to 80 percent for the SAR and UIC/Rehab groups, but lower for the non-government group. jobLink and regular program SAR students again have similar profiles.

In addition, it should be noted that educational levels of entrants to both English-language and French-language programs are similar; and stream 1 jobLink students in French-language programs tend to be concentrated in the two 'middle' categories of educational background.

Enrolment Patterns

Region and Language of Instruction

Table 4 presents breakdowns of enrolment by region and by language of instruction. The regional data indicates some trend to equalization of enrolments as the proportion of students accounted for by western Ontario colleges has declined as the proportion represented by

eastern Ontario has increased. In comparison to enrolments in regular OBS/FBO programs, northern region colleges have a smaller proportion of jobLink enrolment.

Over 90 percent of students are taking instruction in English. This holds for both the regular and jobLink programs.

Full-time/Part-time Status and Contact Hours per Week

The proportion of students attending programs full-time has increased from 55 percent in 1992-93 to 62 percent in 1994-95 (see Table 5). All groups have shared in this trend. However, it is particularly marked for the UIC/Rehab group, and least significant for the non-government group. In 1994-95, a majority of the non-government group remain in part-time programs, compared to about a quarter of SAR and UIC/Rehab students. Full-time attendance by jobLink students is even higher than for regular program SAR students.

The average number of contact hours per week has increased from 16.6 in 1992-93 to 17.5 in 1994-95. The proportion of students in programs involving more than 20 hours a week has climbed to 50 percent in 1994-95 from 45 percent two years earlier. Group differences regarding full-time/part-time status are similarly reflected in differences in contact hours. In 1994-95 almost half of students in the non-government group are enrolled in programs involving 10 or fewer contact hours a week, compared to less than one in five SAR and UIC/Rehab students, and less than one in 10 jobLink students.

Skill Levels on Entry

Tables 6a and 6b show the distributions of students by assessed skill levels in communications and mathematics for English and French language programs, respectively. Assessed skill levels for students in French language programs are generally lower than assessments for the English language program for both skill areas. In the case of communications, for example, about four in five students in the French language program who have their skills assessed, are rated at levels 1 or 2 in each year. In the case of those enrolling in the English language program, about half are assessed as being at levels 1 or 2. A similar pattern occurs regarding ratings of mathematics skills, although differences between programs are somewhat narrower in this area. It should be emphasized, again, however, that there are important unresolved issues about the reliability and consistency of ratings across colleges, which are even more of a concern when comparisons are made across languages as well.

Within each program, distributions of ratings are broadly similar across income groups and generally stable over time. In the English language programs, SAR students tend to receive lower assessments of their mathematics skills than other groups; for example, in 1992-93 and 93-94, there are approximately ten percent more SARs in levels 1 and 2 than other groups. jobLink students in English language programs are similar to SAR students in the regular program in terms of assessed skill levels; there is a slightly higher proportion of jobLink students in level 1. In the French language programs, jobLink students, on average, have more highly rated skills. It should be noted, however, that the only a small number of Joblink students in French language programs is included in the current data set.

Enrolments in Communications, Mathematics and Science Courses

Table 7a presents enrolment in communications, mathematics and science skills courses as a percentage of all trainees. Overall participation rates are similar across years. In all years science skills courses are attended by minorities of students compared to large majorities enrolling in communications and mathematics skills courses. There are few differences by

student group. Those in the non-government group are somewhat less likely to take math courses, although even here the participation rate is above seventy percent.

Distributions of enrolments by level of course have been essentially stable. In the case of communications skills, the majority of students in all income groups enter level 2 or level 3 courses. This is also the case for mathematics where, however, the balance is tilted toward level 2. A plurality of students enrolled in science courses are at level 3, with most of the rest about equally divided between levels 2 and 4. SAR students are somewhat less likely, particularly than the non-government group, to enter level 4 courses. jobLink students, and SAR students in the regular program, have very similar distributions of course levels.

Enrolments in Other Courses

Training readiness, life/work skills, introduction to computers, introduction to skilled occupations other similar preparatory courses each attracted small minorities of students (see Table 8). There are no strong systematic differences among programs or across years. jobLink students, however, are somewhat less likely to have taken either the training readiness course or the introduction to skilled occupations course than regular program SAR students in any year. However, in general, it may be noted that some of these courses may have been 'superceded' by the integration of 'employability skills' modules in regular OBS/FBO programming.

Program Achievement

Tables 9 and 10 present patterns of achievement in basic communications, mathematics and science programs. As noted 'gains' are constructed by subtracting entry level ratings from exit ratings. Average gains are reported for students grouped in two different ways: by the level of the program they entered (Table 9) and by their entry-level ratings (Table 10). Both tables exclude students who were rated at the top of the scale (4) since they have no room left to show improvement even if enrolled in a course. Cells in each table contain the mean (average) gains score and the number of cases on which the average is based.

Entry and exit level ratings are the only available measures which allow a direct assessment of program achievements in raising students' skill levels. It should be reiterated that ratings are relatively crude measures of communications, mathematics and science skills which simply classify students into one of four broad levels. Moreover, the reliability of student ratings can be questioned. It is not clear that all students are assessed in the same way, or that raters are consistent from college to college in how they make their judgments. Thus, differences in ratings and in improvements in ratings across groups need to be interpreted cautiously.

Unfortunately, simply citing numbers tends to create an impression of objectivity and accuracy. This is particularly the case below where we construct average measures of improvement by summing up differences between entry and exit levels for each student in a group, then dividing by the number of students in the group. Most group averages are decimal fractions of a level, indicating that not all students were rated a level higher on leaving their program than they were rated on entry. These decimal figures give a false sense of the accuracy of the rating measures. In the following, we have taken a conservative approach and only commented on the largest and most consistent patterns of differences among groups. However, even these findings should be regarded as tentative.

Looking first at Table 9, student achievement is broadly similar across levels of courses and across income groups. There is some tendency for relatively small numbers of students entering level 4 programs to register greater improvements, particularly in 1993-94. In addition, there is

some tendency for the UIC/Rehab group to register larger average gains across courses and levels.

Overall, as shown in Table 10, average improvements in ratings are higher for those who entered programs with initially lower ratings. Thus, in the case of communications skills in 1994-95, the average improvement for those assessed at level 1 is .61 compared to .45 for those assessed at level 2 and .23 for those at level 3.

Both Tables 9 and 10 reveal substantially lesser gains by jobLink students, compared to regular program SAR students. When students are grouped by assessed entry level, the average gains for jobLink students do not exceed .20 for any level for communications or mathematics skills. When students are grouped by entry level ratings, we find a pale reflection of the general pattern linking higher average gains to lower entry level ratings. Where the range for SAR students in 1994-95 for communications skills was from 0.64 (level 1 entry) to 0.26 (level 3 entry), the comparable range for jobLink students is 0.18 to 0.03. It is evident that the experiences of jobLink students in these courses is dramatically different from those of other OBS/FBO students, even on social assistance, though we cannot yet say why this is so.

One difference in experience we can document (see Table 11, below) is the higher proportion of exiting jobLink students who withdraw from their programs rather than making planned exits. However, analysis controlling for this factor does not eliminate differences between jobLink and regular program SAR students. For example, mean gains in communications skills by entry level rating range from 0.80 (for those with entry ratings of 1) to 0.39 (for those with entry ratings of 3) among SAR students in the regular programs who made planned exits from their programs. The range for jobLink students making planned exits is .20 to .03. In the case of students withdrawing from programs, the range is 0.42 to 0.12 for SAR students in the regular OBS/FBO program, and 0.19 to 0.04 for jobLink students.¹⁶

Exit Outcomes

Status at End of Fiscal Year

Table 11 reports the status of enrollees in each year as of the end of the year. In each year, over half of students have left their programs; about 55 percent in 1992-93 and 1994-95; almost two-thirds in 1993-94. Patterns for different student groups are broadly similar. Among leavers in each year, about 55 percent make planned exits and 45 percent withdraw from their programs. The proportion of UIC/Rehab students making planned exits is consistently above average.

jobLink students are less likely to have left their programs by the end of the fiscal year than regular program SAR students (41 versus 57 percent). jobLink leavers, however, are more likely to be withdrawing from programs than their regular program counterparts (77 versus 49 percent) rather than making planned exits. These differences essentially cancel one another out to the extent that the proportion of students making planned exits by the end of the fiscal year is similar - 28 to 29 percent - for jobLink and regular program SAR students.

Reasons for Leaving Programs

Students making planned exits versus withdrawals from programs offer sharply different reasons for leaving. A majority or near-majority of those making planned exits cite entering further training. The second most common response is having achieved planned objectives. In contrast, those withdrawing from programs typically cite personal reasons (e.g health, child

¹⁶If students are being placed in 'regular' OBS/FBO programs from jobLink/OEO, it is unclear if these might be recorded as planned or unplanned exits, and it most likely varies among colleges. This is just one of the problems of the data as reported from the profile and status reports and the tracking of jobLink/OEO participants.

care problems, financial reasons) or college decisions (based on poor attendance, lack of progress, option of more appropriate program).

As noted above, among those leaving programs, a higher proportion of jobLink students than others are withdrawing rather than making planned exits. However jobLink students withdrawing from programs are much more likely to be doing so in order to take another training course than OBS/FBO students in general (26 versus 12 percent) or regular program SAR students in particular (26 versus 7 percent). Thus the higher than average rate of program withdrawals among jobLink students leaving programs does not indicate a substantially higher 'failure rate' in terms of abandoned training.¹⁷

Immediate Destinations of Students Making Planned Exits

Among students making planned exits from programs, the most common categorized destination is continuing education or training. This pattern is common across income groups, however, students in the non-government group and jobLink students are somewhat less likely to report continuing training as a destination and more likely to state they are seeking employment. In the case of the non-government group, the unique feature is the admittedly small minority who report use of their newly acquired skills in an existing job. .

Discussion

The most important pattern to emerge from the statistical profiles is the lower levels of achievement by jobLink students in communications, mathematics and science skills courses, compared to SAR students in the regular OBS/FBO program. This pattern is not due to differences in the proportions of students at different skill levels (1-4) on entry, or to differences in proportions of students enrolled in courses at each level (1-4). jobLink students are somewhat more likely than regular program SAR students to be full-time, and on average, have more contact hours per week overall. (This does not indicate, however, that they necessarily have more contact hours in any particular skill area.) We have also found that controlling for whether students are making planned exits or withdrawing from programs does not eliminate differences in achievement. Moreover, there is little in the demographic profiles of groups to suggest reasons for the lower level of achievement of jobLink students. jobLink and regular program SAR students are similar in terms of gender ratio and age distribution. jobLink students may, on average, have fewer family responsibilities than SAR students in the regular program. jobLink and regular SAR students are similar in terms of first languages, cultural background and formal education.

There are further statistical analyses to be undertaken on this question, notably examination of possible regional differences and of interaction effects among demographic and program characteristics. However, it may be necessary to look elsewhere, and particularly to the insights of instructors in the program, to resolve this issue.

Other findings from the current statistical profiles mainly require specification in terms of documenting any important differences by region or language of instruction. These include the basic distributions of enrolments by income groups and the similarity of jobLink and regular program SAR students. Finally, program achievements and outcomes could be examined on bases other than income source, for example, gender or cultural background.

¹⁷As noted earlier, this will be a topic of analysis from the stream 1 follow-up survey, to be reported in our second interim report in the Fall 1995.

Table A: Income Source Distributions by Year

	1992-1993		1993-1994		1994-1995		OBS/FBO	N	%
	OBS	FBO	OBS	FBO	OBS	FBO			
	N		N		N		N		%
Social Assistance (SAR)	5159	36	4937	38	1234	85	4586	39	
UIC/Voc. Rehab./									
Workers Compensation	2922	20	2265	17	23	2	1643	14	
Non-Gov't (Own or Family									
Income)	2979	21	2722	21	33	2	2314	20	
Other	694	5	611	5	23	2	563	5	
Not stated	252	2	291	2	13	1	246	2	
Sub-total	12006		10826		1326		9352		
Missing information	2502	17	2228	17	132	9	2448	21	
Total	14508	101	13054	100	1458	101	11800	101	

Table 1: Gender and Age Distributions by Year

Year	1992-1993 OBS/FBO				1993-1994 OBS/FBO				1994-1995 jobLink/OEO + OBS/FBO				
	SAR %	UIC/ Rehab %	Non- Gov't %	Total %	SAR %	UIC/ Rehab %	Non- Gov't %	Total %	Job- Link %	SAR %	UIC/ Rehab %	Non- Gov't %	OBS Total %
Gender													
Male	39	68	36	46	39	69	40	46	44	39	67	42	45
Female	61	32	64	54	61	31	60	54	56	62	34	59	55
N	5092	2918	2973	11915	4896	2262	2720	10755	1300	4541	1637	2309	9245
Age													
24 years or younger	20	9	17	16	21	8	18	18	26	22	9	22	20
25-34	51	42	42	46	49	41	42	44	43	46	39	38	42
35-44	23	32	29	27	24	34	28	27	23	26	36	28	28
45 years or older	6	16	13	11	7	16	12	11	8	7	16	12	12
median age	31.2	35.4	33.4	33.0	31.4	35.7	33.1	32.9		31.5	35.9	32.8	32.8
N	4807	2708	2775	11113	4740	2141	2566	10213	1234	4390	1554	2176	8806
Family status													
Married + child(ren)	16	35	41	27	17	35	39	27	14	17	34	38	25
Married, no child	6	18	21	14	5	16	20	13	7	5	16	20	12
Single + children	41	11	7	23	41	13	8	24	34	42	13	8	26
Single, no child	38	36	31	37	37	37	34	37	46	36	37	35	37
N	5073	2889	2964	11826	4875	2241	2710	10648	1289	4520	1625	2295	9157

Legend: SAR (Social Assistants Recipient) - family benefits, general welfare
UIC/Rehab - UIC, vocational rehabilitation, workers compensation
Non-gov't - Own or family income
Total - includes those with uncategorized income sources and those not stating source of income (excludes Joblink)

Table 2: First Language, Foreign-born and Cultural Group Distributions by Year

Year	1992-1993 OBS/FBO					1993-1994 OBS/FBO					1994-1995 jobLink/OEO + OBS/FBO				
	SAR %	UIC/Rehab %	Non-Gov't %	Total %		SAR %	UIC/Rehab %	Non-gov't %	Total %		Job-Link %	SAR %	UIC/Rehab %	Non-Gov't %	Total %
First Language															
English	71	65	58	66		71	66	60	67		70	72	64	64	68
French	11	15	12	12		10	14	10	11		13	11	17	12	12
Other	18	20	30	22		20	20	30	23		18	18	19	25	20
N	5030	2866	2930	17111		4833	2216	2674	10556		1262	4448	1591	2259	9023
Born in Canada															
Yes	75	74	61	71		71	73	62	69		70	72	73	66	71
No	26	26	39	29		29	27	39	31		30	28	28	34	30
N	4913	2816	2866	11425		4831	2234	2673	10526		1275	4505	1618	2265	9086
Cultural Group															
White	72	80	74	74		71	82	76	75		72	70	79	77	74
Black	12	6	8	9		15	6	8	10		15	14	6	8	10
Aboriginal	6	3	3	4		6	3	3	5		5	6	4	3	5
Asian/Middle East	4	6	10	6		5	6	10	7		6	5	7	10	7
Other	6	6	6	6		4	3	3	4		2	5	4	3	4
N	4592	2607	2683	10665		4366	1991	2466	9520		1105	3940	1370	2039	7976

Legend:
SAR (Social Assistants Recipient) - family benefits, general welfare
UIC/Rehab - UIC, vocational rehabilitation, workers compensation
Non-gov't - Own or family income
Total - includes those with uncategorized income sources and those

Table 4: Distributions by Region and Language of Instruction by Year

Year	1992-1993 OBS/FBO					1993-1994 OBS/FBO					1994-1995 jobLink/OEO + OBS/FBO				
	SAR %	UIC/Rehab %	Non-Gov't %	Total %		SAR %	UIC/Rehab %	Non-Gov't %	Total %		Job-Link %	SAR %	UIC/Rehab %	Non-Gov't %	Total %
Region															
Central	26	26	30	29		27	25	28	29		26	30	27	28	29
Eastern	22	14	18	18		24	19	21	22		29	26	21	24	24
Northern	24	25	20	21		22	24	17	19		14	22	28	16	20
Western	29	35	33	32		27	32	34	30		31	22	24	33	27
N	5159	2922	2979	14508		4937	2265	2722	13054		1458	4586	1643	2314	11800
Language of Instruction															
English	94	92	92	93		94	92	93	93		90	93	89	92	92
French	6	8	8	7		6	8	7	7		10	7	12	8	8
N	5159	2922	2979	14508		4937	2265	2722	13504		1458	4586	1643	2314	11800

Legend:

SAR (Social Assistances Recipient) - family benefits, general welfare

UIC/Rehab - UIC, vocational rehabilitation, workers compensation

Non-gov't - Own or family income

Total - includes those with uncategorized income sources and those not stating source of income

Table 5: Distributions of Full-time/Part-time Attendance and Number of Contact Hours per Week by Year

Year	1992-1993 OBS/FBO				1993-1994 OBS/FBO				1994-1995 jobLink/OEO + OBS/FBO					
	UIC/		Non- Gov't	Total	UIC/		Non- gov't	Total	Job- Link		UIC/		Non- Gov't	Total
	SAR	%			SAR	%			SAR	%	SAR	%		
Full/Part-Time														
Full-time	66	63	36	55	69	67	37	57	88	74	75	43	62	
Part-time	34	37	64	45	31	33	63	43	12	27	26	57	38	
N	5157	2917	2977	14193	4935	2265	2722	12928	1458	4586	1643	2314	11715	
Contact Hrs/Week														
1-5	7	10	20	15	7	9	24	15	4	6	7	25	14	
6-10	15	18	34	21	14	17	30	19	4	11	12	24	16	
11-15	7	4	8	7	8	4	7	7	6	9	6	8	8	
16-20	18	11	10	13	19	11	9	14	22	16	10	9	13	
more than 20	52	57	29	45	53	59	30	45	64	58	66	35	50	
average*	18.9	18.6	13.2	16.6	19.1	19.0	12.9	16.8	21.4	19.8	20.1	13.9	17.5	
N	5146	2919	2971	14474	4928	2262	2719	13031	1458	4546	1631	2284	11687	

Legend:

SAR (Social Assistants Recipient) - family benefits, general welfare
 UIC/Rehab - UIC, vocational rehabilitation, workers compensation
 Non-gov't - Own or family income
 Total - includes those with uncategorized income sources and those not stating source of income

* Contact hours a week in excess of 35 were set to 35 before calculation of average hours.

Table 6a: Distribution of Entry Level Ratings in Communications and Mathematics for Students Enrolled in English Language Programs by Year

Year	1992-1994 OBS/FBO					1993-1994 OBS/FBO					1994-1995 jobLink/OEO+ OBS/FBO				
	SAR %	UIC/ Rehab %	Non- Gov't %	Total %		SAR %	UIC/ Rehab %	Non- gov't %	Total %		Job- Link %	SAR %	UIC/ Rehab %	Non- Gov't %	Total %
English Language Communications															
Level 1	18	18	24	22		16	13	19	18		22	16	14	16	18
Level 2	38	32	30	34		35	32	30	32		32	35	35	28	32
Level 3	32	37	28	31		35	37	30	33		34	34	35	33	33
Level 4	12	14	18	14		15	17	21	17		12	15	16	22	17
N	4380	2389	2327	12002		4209	1819	2154	10708		1183	3826	1265	1790	9497
Mathematics															
Level 1	20	16	17	19		18	13	15	18		23	18	14	13	18
Level 2	49	43	42	45		48	44	39	44		50	50	50	43	45
Level 3	24	31	27	26		26	31	28	27		21	25	27	30	27
Level 4	7	11	15	10		8	13	18	11		6	7	9	14	10
N	4276	2395	2021	11187		4080	1803	1919	10054		1070	3663	1238	1607	8769

* For legend, see footnote 1, Table 1.

Table 6b: Distribution of Entry Level Ratings in Communications and Mathematiques for Students Enrolled in French Language Programs by Year

Year	1992-1994 OBS/FBO					1993-1994 OBS/FBO					1994-1995 jobLink/OEO + OBS/FBO				
	SAR %	UIC/ Rehab %	Non- Gov't %	Total %		SAR %	UIC/ Rehab %	Non- gov't %	Total %		Job- Link %	SAR %	UIC/ Rehab %	Non- Gov't %	Total %
Communications															
Level 1	24	24	17	20		25	25	26	22		7	37	43	27	31
Level 2	60	62	64	61		57	55	52	56		68	46	47	55	48
Level 3	13	11	14	14		15	14	15	17		19	13	6	12	15
Level 4	4	3	5	5		3	7	7	6		6	3	4	7	6
N	277	184	199	870		272	152	155	822		135	292	175	155	861
Mathematiques															
Level 1	26	29	31	25		29	35	36	28		4	40	49	34	36
Level 2	60	58	55	60		58	45	43	54		68	53	38	50	49
Level 3	11	9	9	11		10	15	14	13		17	7	11	14	12
Level 4	3	4	5	4		3	6	8	5		11	1	3	3	3
N	277	182	159	793		265	137	134	734		121	275	156	122	740

* For legend, see footnote 1, Table 1.

Table 7a: Enrolments in Communications, Mathematics and Science Courses by Year

Year	1992-1993 OBS/FBO					1993-1994 OBS/FBO					1994-1995 jobLink/OEO + OBS/FBO				
	SAR	UIC/	Rehab	Non-Gov't	Total	SAR	UIC/	Rehab	Non-gov't	Total	Job-Link	SAR	UIC/	Rehab	Non-Gov't
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Communications	88	85		82	84	90	85		84	86	92	89	86		83
Mathematics	86	85		71	79	86	83		73	80	84	84	82		71
Science	23	26		20	20	23	22		19	20	18	20	19		18
N	5159	2922		2979	14508	4937	2265		2722	13054	1458	4586	1643		2314
															11800

Legend:

SAR (Social Assistances Recipient) - family benefits, general welfare

UIC/Rehab - UIC, vocational rehabilitation, workers compensation

Non-gov't - Own or family income

Total - includes those with uncategorized income sources and those not stating source of income

Table 7b: Distribution of Enrolments in Communications, Mathematics and Science Courses by Level by Year

Year	1992-1993 OBS/FBO					1993-1994 OBS/FBO					1994-1995 jobLink/OEO + OBS/FBO				
	SAR	UIC/	Non-	Total		SAR	UIC/	Non-	Total		Job-	SAR	UIC/	Non-	Total
	%	%	Gov't	%		%	%	gov't	%		Link	%	%	Gov't	%
Communications															
Level 1	16	15	20	19		14	12	17	17		19	15	16	15	17
Level 2	37	34	32	35		34	33	31	33		35	35	35	29	32
Level 3	32	34	27	30		35	36	29	33		32	34	33	32	33
Level 4	15	17	20	16		16	18	23	18		14	16	17	23	18
N	4555	2477	2447	12227		4449	1927	2282	11258		1334	4082	1416	1911	10160
Mathematics															
Level 1	18	15	16	18		16	13	15	17		20	17	16	14	17
Level 2	49	42	41	45		49	44	39	45		52	52	49	45	47
Level 3	25	31	27	26		27	30	28	28		20	25	25	28	26
Level 4	9	12	16	11		8	13	17	11		8	7	10	14	10
N	4457	2491	2112	11405		4264	1888	1976	10433		1220	3834	1345	1648	9149
Science															
Level 1	15	10	10	14		9	7	11	12		13	5	5	8	10
Level 2	18	22	19	18		23	24	19	21		22	23	29	16	20
Level 3	45	46	37	43		47	43	37	42		45	52	39	43	46
Level 4	22	22	34	25		21	26	35	25		19	20	26	33	24
N	1166	749	583	2946		1128	500	513	2653		255	919	317	418	2198

* For legend, see footnote 1, Table 1.

Table 8: Enrolment in Additional Skills Courses by Year

Year	1992-1993 OBS/FBO				1993-1994 OBS/FBO				1994-1995 jobLink/OEO + OBS/FBO				
	SAR %	UIC/ Rehab %	Non- Gov't %	Total %	SAR %	UIC/ Rehab %	Non- gov't %	Total %	Job- Link %	SAR %	UIC/ Rehab %	Non- Gov't %	Total %
Training Readiness													
Yes	20	24	16	21	23	27	15	23	12	19	18	13	17
No	80	76	84	79	77	73	85	78	89	81	82	87	83
Life/Workplace Skills													
Yes	5	2	4	4	4	2	2	3	8	5	1	2	17
No	95	98	96	96	96	98	98	97	92	96	99	98	83
Intro. to Computers													
Yes	7	5	5	7	9	5	5	21	9	8	4	5	7
No	93	95	95	93	91	95	95	79	91	92	96	95	93
Intro. to Skilled Occ.													
Yes	22	22	16	20	25	23	15	21	12	22	18	13	18
No	78	78	84	80	75	78	85	79	88	78	82	87	82
Other Course													
Yes	18	13	12	16	18	14	9	15	10	13	8	7	11
No	82	87	88	84	82	86	91	85	90	87	92	93	89
N	4986	2820	2832	13473	4858	2228	2682	12523	1458	4542	1629	2288	11473

For legend see footnote 1, Table 1.

Table 9: Distribution of Gains in Communications, Mathematics and Science Courses by Level of Course by Year*

Year	1992-1993 OBS/FBO						1993-1994 OBS/FBO						1994-1995 jobLink/OEO+ OBS/FBO											
	SAR			UIC/ Rehab			Non- Gov't			Total			SAR			UIC/ Rehab			Non- Gov't			Total		
	Mean	N		Mean	N		Mean	N		Mean	N		Mean	N		Mean	N		Mean	N		Mean	N	
Communications	Level 1	0.51	0.55	0.52	0.53		0.45	0.76	0.38	0.43		0.09	0.46	0.78	0.31	0.45		0.09	0.46	0.78	0.31	0.45		
		406	207	226	1150		405	144	247	1146		118	328	93	131	830		118	328	93	131	830		
	Level 2	0.44	0.73	0.47	0.54		0.48	0.59	0.53	0.50		0.16	0.50	0.61	0.52	0.48		0.16	0.50	0.61	0.52	0.48		
		940	479	414	2471		1064	412	490	2523		194	843	260	290	1918		194	843	260	290	1918		
Level 3	0.29	0.41	0.29	0.33		0.38	0.34	0.32	0.33		0.06	0.31	0.34	0.23	0.28		0.06	0.31	0.34	0.23	0.28			
	767	519	353	2058		987	482	416	2369		152	831	252	312	1883		152	831	252	312	1883			
Level 4	0.68	0.69	0.80	0.77		0.95	0.84	1.00	0.96		0.00	0.79	0.67	0.29	0.60		0.00	0.79	0.67	0.29	0.60			
	84	62	41	222		44	19	29	102		9	43	15	14	90		9	43	15	14	90			
Mathematics	Level 1	0.51	0.97	0.60	0.64		0.53	0.81	0.53	0.49		0.05	0.52	0.84	0.31	0.46		0.05	0.52	0.84	0.31	0.46		
		413	201	144	1025		424	131	184	1034		114	365	86	99	774		114	365	86	99	774		
	Level 2	0.40	0.69	0.44	0.50		0.47	0.52	0.45	0.47		0.12	0.44	0.65	0.40	0.45		0.12	0.44	0.65	0.40	0.45		
		1189	614	454	2845		1413	564	505	3116		273	1178	360	381	2447		273	1178	360	381	2447		
Level 3	0.27	0.47	0.30	0.33		0.31	0.34	0.35	0.30		0.01	0.29	0.40	0.21	0.27		0.01	0.29	0.40	0.21	0.27			
	566	461	292	1623		773	409	360	1947		87	519	179	214	1277		87	519	179	214	1277			
Level 4	0.59	0.60	0.84	0.71		0.93	0.64	1.05	0.94		0.00	0.50	0.33	0.20	0.44		0.00	0.50	0.33	0.20	0.44			
	71	40	31	175		15	11	20	53		6	14	9	5	36		6	14	9	5	36			
Science																								
Level 1	0.42	0.53	0.67	0.45		0.25	0.48	0.33	0.22		0.00	0.00	0.00	0.00	0.04		0.00	0.00	0.00	0.00	0.04			
	85	36	24	182		64	25	30	180		29	29	5	10	71		29	29	5	10	71			
Level 2	0.54	0.88	0.52	0.65		0.49	0.60	0.85	0.56		0.38	0.73	0.94	0.79	0.73		0.38	0.73	0.94	0.79	0.73			
	103	92	58	283		194	81	65	406		24	141	47	33	269		24	141	47	33	269			
Level 3	0.29	0.47	0.35	0.38		0.38	0.31	0.32	0.34		0.04	0.24	0.30	0.22	0.25		0.04	0.24	0.30	0.22	0.25			
	263	258	127	762		346	152	117	722		51	287	77	93	595		51	287	77	93	595			
Level 4	0.62	0.50	0.50	0.60		0.78	0.67	0.50	0.71		0.00	0.71	0.66	0.33	0.56		0.00	0.71	0.66	0.33	0.56			
	29	12	8	57		18	3	8	31		9	7	3	6	18		9	7	3	6	18			

For legend, see footnote 1, Table 1.

* Excludes students with entry level scores of '4'.

Table 10: Distribution of Gains in Communications, Mathematics and Science Scores by Entry Scores by Year*

Year	1992-1993 OBS/FBO				1993-1994 OBS/FBO				1994-1995 jobLink/OEO + OBS/FBO			
	SAR	UIC/Rehab	Non-Gov't	Total	SAR	UIC/Rehab	Non-gov't	Total	Job-Link	SAR	UIC/Rehab	Non-Gov't
	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
	N	N	N	N	N	N	N	N	N	N	N	N
Communications												
Level 1	0.66 476	0.83 272	0.75 283	0.71 1394	0.63 462	0.90 163	0.61 283	0.58 1274	0.18 134	0.64 399	0.96 114	0.54 153
Level 2	0.43 1012	0.65 487	0.40 427	0.51 2636	0.49 1121	0.59 429	0.45 478	0.49 2605	0.12 192	0.48 859	0.56 265	0.47 288
Level 3	0.22 765	0.35 554	0.24 368	0.27 2179	0.29 930	0.29 478	0.32 429	0.28 2326	0.03 147	0.26 800	0.28 244	0.16 311
Mathematics												
Level 1	0.62 482	1.09 253	0.79 180	0.76 1218	0.72 519	0.94 158	0.64 206	0.63 1187	0.15 128	0.69 469	1.06 116	0.54 117
Level 2	0.39 1264	0.65 664	0.42 483	0.49 3103	0.44 1408	0.50 572	0.46 521	0.45 3161	0.07 264	0.40 1153	0.60 355	0.38 384
Level 3	0.18 552	0.37 442	0.21 286	0.25 1641	0.24 718	0.29 403	0.30 352	0.25 1883	0.01 88	0.19 499	0.29 181	0.13 222
Science												
Level 1	0.64 116	1.05 64	0.94 38	0.74 259	0.69 100	0.85 39	0.86 49	0.61 254	0.20 40	0.84 88	1.22 22	0.74 27
Level 2	0.43 139	0.62 101	0.33 63	0.48 344	0.47 230	0.53 78	0.55 58	0.49 437	0.08 13	0.53 127	0.62 37	0.45 29
Level 3	0.22 276	0.41 271	0.28 144	0.31 871	0.27 308	0.26 150	0.30 118	0.27 684	0.03 60	0.15 261	0.25 75	0.16 93

For legend, see footnote 1, Table 1.

* Excludes students with entry level scores of '4'.

Table 11: Distribution of Students by Status, End of Fiscal Year (March)

Year	1992-1993 OBS/FBO				1993-1994 OBS/FBO				Job-Link %	1994-1995 jobLink/OEO + OBS/FBO			
	SAR %	UIC/ Rehab %	Non-Gov't %	Total %	SAR %	UIC/ Rehab %	Non-gov't %	Total %		SAR %	UIC/ Rehab %	Non-Gov't %	Total %
Status													
Active	46	41	49	45	34	33	34	35	59	43	47	49	45
Exited	54	58	50	54	66	66	65	65	41	57	52	50	54
Suspended	1	1	1	1	<1	1	1	1	<1	<1	1	1	1
N	5159	2922	2979	14507	4937	2265	2722	13054	1458	4586	1643	2314	11800
Type of Exit													
Planned exit	52	65	55	57	51	64	55	55	28	51	63	51	53
Withdrawal	48	35	45	43	49	36	45	45	71	49	37	49	47
N*	2675	1699	1481	7830	3239	1501	1764	8460	597	2599	856	1159	6392

Legend: SAR (Social Assistances Recipient) - family benefits, general welfare
UIC/Rehab - UIC, vocational rehabilitation, workers compensation
Non-gov't - Own or family income
Total - includes those with uncategorized income sources and those not stating source of income

* Totals include a small number of cases with missing information: 6 in 1992-3, 50 in 1993-94 and 1 in 1994-95.

Table 12: Main Reasons for Leaving Program by Planned Exit/Withdrawal by Year

Year	1992-1993 OBS/FBO				1993-1994 OBS/FBO				1994-1995 jobLink/OEO + OBS/FBO				
	SAR %	UIC/ Rehab %	Non- Gov't %	Total %	SAR %	UIC/ Rehab %	Non- gov't %	Total %	Job- Link %	SAR %	UIC/ Rehab %	Non- Gov't %	Total %
Planned Exit Only													
Found/seeking job	9	16	14	12	6	10	14	10	16	9	13	16	11
Further training	48	56	37	49	55	64	45	54	44	52	56	35	48
Achieved objectives	22	12	26	19	20	18	30	22	19	20	15	23	21
College decision	2	1	1	2	3	1	2	3	3	2	<1	2	2
Personal reasons	18	15	20	17	15	7	9	11	19	16	14	23	17
Unknown	1	1	3	2	1	1	1	1	0	1	1	1	1
N	1425	1097	813	4427	1654	954	968	4617	168	1312	538	590	3400
Withdrawals Only													
Found/seeking job	9	17	19	14	8	19	19	14	7	11	22	19	15
Further training	9	14	8	10	8	10	7	8	26	7	14	7	9
Achieved objectives	2	1	2	2	<1	1	1	1	<1	1	<1	1	1
College decision	39	30	30	32	39	29	28	34	33	38	33	33	26
Personal reasons	30	21	25	27	27	17	21	23	26	29	23	21	26
Unknown	11	18	16	16	18	24	25	21	8	14	8	19	15
N	1398	600	668	3397	1576	541	794	3793	429	1286	318	569	2991

Legend:

SAR (Social Assistants Recipient) - family benefits, general welfare

UIC/Rehab - UIC, vocational rehabilitation, workers compensation

Non-gov't - Own or family income

Total - includes those with uncategorized income sources and those not stating source of income

Table 13 : Immediate Post-Program Outcomes for Students Making Planned Exits by Year

Year	1992-1993 OBS/FBO				1993-1994 OBS/FBO				1994-1995 jobLink/OEO + OBS/FBO			
	SAR	UIC/Rehab	Non-Gov't	Total	SAR	UIC/Rehab	Non-gov't	Total	Job-Link	SAR	UIC/Rehab	Non-Gov't
	%	%	%	%	%	%	%	%	%	%	%	%
Got new job	6	9	8	7	4	6	8	5	10	6	9	10
Using skills in old job	1	1	9	3	<1	1	5	2	0	1	1	9
Seeking job	5	7	4	5	3	6	5	4	14	4	4	4
In education/training	55	60	43	54	60	67	50	58	45	58	61	42
Other	19	14	21	17	12	6	7	10	6	17	12	22
Unknown	14	9	16	14	21	15	24	21	26	15	14	14
N	1425	1097	813	4427	1654	954	968	4617	168	1312	538	590
												3400

Legend:

SAR (Social Assistances Recipient) - family benefits, general welfare
 UIC/Rehab - UIC, vocational rehabilitation, workers compensation
 Non-gov't - Own or family income
 Total - Includes those with uncategorized income sources and those not stating source of income

Section V. Evaluation Plans and Activities

Introduction

At as part of the planning for the OBS/FBO jobLink/OEO initiative, staff of the Literacy Section anticipated the need to incorporate project evaluation as an integral part of the new jobLink projects. The evaluation component was properly understood as meeting two principal objectives.

First, as with any use of public funds, evaluation of the various projects was understood to serve an important 'accountability' function. This purpose refers to the need to ensure that funds have been effectively and efficiently used to support the skills acquisition and employment preparation goals of individuals in the various projects. To the extent that some of the projects funded have objectives which do not include direct service to learners, the evaluation of these projects would determine the extent to which their particular goals were met and, therefore, the contribution of these projects to the further development of OBS/FBO and jobLink programs. This purpose for evaluation can be understood as essentially 'summative' in nature.

The second, and no less important, purpose to be realized in evaluating the various projects is more 'formative' in nature and is aimed at 'program improvement'. Indeed, it is to the credit of those who envisaged and planned the OBS/FBO jobLink/OEO initiative that two streams of projects were developed. Given that a principal feature of the stream 2 projects was to explore a variety of approaches to meeting particular learner needs, as well as alternative means of delivering particular program components, the corresponding purpose of the evaluation of these projects is focused on determining the effectiveness of these approaches and assessing the benefits likely to accrue in regard to jobLink programs and the OBS/FBO program more generally. It is also worth noting that through a variety of formal and informal means, the findings of the stream 2 projects may result in improvements to programs offered by other providers. In short, it was determined that it would be beneficial to examine the lessons learned from each project and from the projects as a whole in terms of their possible implications for how OBS/FBO programs in the colleges could be improved.

Given these two purposes, it may be useful to outline some activities related to the evaluation of OBS/FBO jobLink/OEO projects.

Some Activities Related to Evaluation

In addition to the important information presented at the August 26, 1994 session, the participants were also presented with a very brief outline of the nature and objectives of the evaluation processes to be employed.

It was expected from the outset that participating colleges would be responsible for the evaluation of their projects, that the evaluation consultant would provide support, where requested, to the individual projects in designing their evaluation processes and would be responsible for the integration and analysis of findings from the various projects. In addition, it was noted that the jobLink initiative required that learners be effectively tracked with respect to their subsequent activities. While the 'trainee status report' seems to ask programs to undertake both exit interviews and regular follow-up of their learners, it should be noted that, historically, most colleges have not collected these data. Therefore, in considering how to evaluate the OBS/FBO jobLink/OEO initiative, a commitment was made by OTAB staff and the evaluation consultant to limit the burden on the colleges of new data collection from stream 1 participants.

A brief comment should be offered with respect to the evaluation of francophone programs. When the coordination and evaluation project was funded it was our assumption that the

stream 1 and 2 projects and data would be similar and the interim and final reports would aim to synthesize the results of jobLink at all colleges, both anglophone and francophone programs.¹⁸

With the organization and staffing of the coordination project in October 1994, and after initial meetings with representatives of the francophone programs, the francophone coordinator indicated the importance of having a francophone more directly involved in the evaluation. It was determined, therefore, that the project would benefit from a francophone to consult on the stream 1 instrument (it was understood the same reporting was necessary for both French and English language programs), and to support and synthesize the results of the two (now three) francophone stream 2 projects. Toward this end, the Literacy Section of OTAB provided funding to support a francophone evaluation consultant. However, it was understood that the synthesis of results would include both the 51 English and 3 Francophone stream 2 projects.¹⁹

Stream 1 Evaluation

The commitment to ensure a single approach for both anglophone and francophone programs was especially important for evaluating stream 1 activity which was to focus on increasing the numbers of SARs in OBS/FBO activities. Given the existing data collection conducted for the Literacy Section, principally through the 'trainee profile' and 'trainee status' reports (which are completed by each college and forwarded to the section), it was determined that the major 'new' data to be collected for stream 1 would be a follow-up of learners. While this requirement was not new (it was intended to be part and parcel of the 'trainee status' reporting), little follow-up existed at all but a few colleges prior to the jobLink initiative. It was understood, therefore, that the specific benefits of the evaluation of stream 1 OBS/FBO jobLink/OEO activity included the systematic collection of data on the 'destinations' of participants, as well as a renewed expectation for colleges to follow-up with learners and report their post-program achievements.²⁰

At a meeting of jobLink managers from the colleges (November 17, 1994), the evaluation consultant outlined the process for stream 1 follow-up and provided a draft survey instrument to be used for the follow-up. Participants reviewed the draft and provided a number of comments, both at the meeting and subsequently. The instrument was revised in January 1995, additional comments elicited, and a further revised version was piloted on a limited sample of previous OBS/FBO learners in February 1995. Based on the pilot results, additional changes were made to simplify some questions, response categories and their sequence. The final instrument is attached as Appendix D. A similar process involved the francophone evaluation consultant, beginning with a meeting on January 13, 1995 and continuing through the piloting and agreement on the final instrument.

The participants in the November meeting also felt strongly that, if possible, the questionnaire should be administered by an independent firm, rather than by college or program staff. Their reasons included that the data would be more 'objective' (and others would have less reason to suggest that the data collection process might have led to any 'bias' in reporting), and that they had not budgeted for such follow-ups and, in many cases, did not have appropriate staff to undertake the task. For these reasons, it was decided by Literacy Section staff that some additional funds could be made available for an independent survey firm to collect the data,

¹⁸As readers are undoubtedly aware, while currently there are FBO programs at nine colleges, as of September 1995, this activity will be reorganized and consolidated at La Cite collegiale and the two new French language colleges: le College Boreal and le College des Grands Lacs.

¹⁹We should note that the coordination and evaluation team includes both the Francophone coordinator and the Francophone evaluation consultant and the work has benefited from the contributions and collegiality of all members.

²⁰It should be noted that the stream 1 follow-up survey, while brief, is more extensive than the 'trainee status' form.

with the evaluation consultant responsible for its analysis and reporting.²¹ Given the staggered exit dates of jobLink participants, the three-month follow-up data will be collected until August 31, 1995 and the results analyzed for inclusion in our October 1995 interim report.²²

Evaluations of Stream 2 Projects

As noted, college representatives and OTAB staff at the August 26, 1995 information session were as yet uncertain of the nature of their projects and funding; therefore, only a general framework for the evaluation of stream 2 projects was offered; the elements of which were reiterated in subsequent communication. These elements included (i) the collection of basic descriptive information about both learners and the program, (ii) data on the perceptions of the program by participants, including learners, college faculty and staff, and employers, where appropriate, and (iii) a 'self-study' or 'critical appraisal' of the project by those staff involved in order to assess the information collected and analyze the programs strengths and weaknesses and determine the most important improvements, as well as how they could be achieved. In addition, participants were informed that they should consider including elements from the "Accountability Framework and Core Quality Standards" document, which had only recently been approved by the OTAB Board for use with all literacy programs.

Since one of the stated objectives of the stream 2 projects is to explore a variety of curriculum and delivery alternatives, it was understood at the meeting that the possible range of projects would require a similarly diverse approach to evaluation; a standard approach to evaluating these projects was considered by staff and college participants to be neither practical nor desirable.

Given that the stream 2 proposals which resulted from the August information session were intended to include an evaluation component, it is perhaps useful to offer a few comments. First, in the vast majority of college proposals, the evaluation component was quite brief, often no more than a paragraph. Second, as a result, what was identified was extremely general with very little if any indication of criteria to be used or the kind of data to be collected. Third, the proposals included no reference to the framework offered in the information session and, in particular, to the self-study/program improvement objective of the evaluation or how that objective might be addressed in the context of the particular project. Fourth, few proposals included a budget for the evaluation which, if included, might be taken as indicative of the necessity of incorporating evaluation in the project.

Some reasons for this lack may include: (i) the timelines for the preparation of proposals were particularly short and designing an appropriate evaluation is rarely achievable 'on the run'; (ii) the person responsible for designing the project and writing the proposal may not have been the same as the college's representative at the August information session, and in some cases may not have been regular college staff with a thorough knowledge of the program (and the person who developed the proposal may not be the person actually responsible for the project's implementation)²³; and (iii) many of the colleges have little experience with evaluation; it is clear that a 'culture of improvement' needs to be 'institutionalized' in all programs in order that evaluation become a routine feature of how colleges (and other providers) understand their

²¹The firm chosen to administer the survey has considerable experience doing student follow-up interviews including with learners from preparatory programs. They also ensure trained anglophone and francophone interviewers.

²²There may be some learners not included in the follow-up because of extensions to the dates of their programs (that is, where stream 1 learners are expected to continue in their programs beyond the June exit which would be required for completing the follow-up in August).

²³A possible explanation of this 'personnel' situation may be that stream 1 funding has been more likely to involve 'regular' faculty, particularly if jobLink SARs were integrated into existing OBS/FBO classes. Alternatively, stream 2 projects, by providing many unique opportunities, may have required colleges to hire additional staff, including part-time or sessional faculty, who were not necessarily familiar with the regular OBS/FBO program or the project's development. This situation may contribute to the challenge of integrating what is learned from the stream 2 projects into 'regular' OBS/FBO programming.

program responsibilities. Of course, this latter factor is by far the most important and it is our hope that a major benefit of the jobLink initiative will be to assist colleges in developing more regular and effective approaches to evaluation which can form a solid basis from which program improvement can proceed.

These factors have not simply been adduced from conjecture or speculation on the part of the coordination and evaluation team. The discussion of evaluation at the November meeting indicated that there was a general lack of information, planning and experience with respect to program evaluation, and the purposes it serves. A number of participants feared that the results of the student follow-up would be used to suggest that their programs were less than successful, based on limited employment outcomes. This, in turn, led to a discussion of the need to consider a variety of definitions of 'success' more appropriate to the SARs participating in jobLink including (i) clear(er) or more realistic definition of their goals, (ii) enrolment in further education necessary to realize their goals, (iii) increases in self-esteem and commitment to working toward realistic goals, and (iv) development of curriculum and delivery more appropriate to their particular needs, including the needs of particular groups previously underserved by traditional OBS/FBO programs (such as those with physical and/or cognitive limitations, hearing impaired, etc.). It should also be noted that these concerns informed some of the adjustments to questions included in the stream 1 follow-up survey. Finally, a number of colleges indicated that due to delays in beginning some projects, they were not yet in a position to finalize either who would be responsible for their stream 2 projects or how the work, in fact, would proceed.

As noted in the discussion of our coordination activities, the November 1994 meeting of OBS managers was specifically designed to provide colleges with the opportunity to discuss possible evaluation issues (as well as other issues such as start-up, professional development and possible vehicles for supporting jobLink delivery). One suggested vehicle for stream 2 projects was the coordination team's suggestion that working groups be established which would provide a regular opportunity for related projects to share plans, curriculum and delivery materials, evaluation instruments, etc. Following some discussion at the meeting (and subsequently with individual projects), it was the view of the participants that these working groups were either unnecessary or impractical, owing to their different start-up dates, delays in identifying and allocating staff, and a general lack of time and energy: while it may have been a potentially good vehicle for sharing among related projects, most thought that colleges needed to focus independently on their own projects.

At the meeting, each of five small group discussions on evaluation (and other topics) were presented to the larger session. Among the comments most consistently articulated by participants were (i) the need for evaluations to be formative and tied to program improvement, (ii) the need for processes to be specific to the project, reflecting the diversity of project goals, and as simple as possible, (iii) the need to more clearly define project outcomes and "success" in order to find appropriate measures and (iv) the need to elicit direct feedback from learners and employers. (These themes are discussed further in Section VII, below.) It may be noted that very few comments related the evaluation of stream 2 projects to the "Accountability Framework and Core Quality Standards" document.

Among the needs identified at the November 1994 meeting was the managers' explicit suggestion for a professional development activity for those more directly involved in delivering stream 2 projects, which was planned for March 1995. One topic of this session was to be some additional discussion about project evaluation. As a result of discussion with some of the participants in the March 1995 session, the evaluation consultant convened a group from the Metro colleges to provide additional support to their evaluation efforts. At that meeting, it became apparent that the framework discussed at the August information session had been insufficient (or insufficiently communicated) to serve as a basis for their evaluations.

Following this latter meeting, a memorandum to all projects was distributed to OBS/FBO managers and jobLink project leaders (April 10, 1995, included in Appendix D) which provided some additional explanation of the four broad elements to be included in the evaluation. For some, this was the first indication of possible kinds of data and discussion to be included; for others, it may have helped provide a focus for their own questions. The memorandum (coupled with a February 23, 1995 memorandum, notes from the March PD day, notices in the Newsletter and numerous personal contacts) also reiterated our request for evaluation plans to be included in the reports each college was to forward for this interim report. (Similar explanatory memoranda were sent to the francophone projects at approximately the same time.) The results of these evaluation plans are summarized below for each group of stream 2 projects.

Project Evaluation Plans

With respect of the evaluation plans of each of the stream 2 project, it should be reiterated that not all projects involve the direct provision of education or training to social assistance recipients. Ten projects (those in group 4) involve pilots with respect to the initial assessment, placement or follow-up of learners, and an additional seven of projects (Group 5) involve the development of curriculum and delivery materials or professional development initiatives.

For each group, we have tried to summarize the approaches for the evaluation of the projects. Our comments are based largely on the documents we reviewed (that is, each project's proposal and progress report), as well as the comments and discussion of project staff with the coordination and evaluation team.

In general, it should be noted that, for the vast majority of projects, proposals were extremely brief in describing their evaluation plans. Few proposals indicated what aspects of the program would be evaluated, let alone how they would do so. Additional information has been forthcoming as projects have evolved, and it is clear that somewhat more clarity and focus have emerged in response to our requests and through informal discussion.

In addition, while few projects have (even now) explicitly identified aspects of their evaluations with any of the 'core quality standards', a number of components can be understood as related to one or more of the standards in that document. Indeed, it should be noted that the basic orientation of that document and its formative (program improvement) approach to program review are consistent with, and supported by, the "framework" offered by the coordination and evaluation team and explicitly enunciated by many of the projects. As with the core quality standards however, reports from few projects even mentioned the suggested "framework" (outlined above), though a number of projects noted similar elements.²⁴ In general and as might be expected, there is somewhat more specificity in projects' reports than in their proposals and, while some may consider the evaluation requirements to be at all burdensome, many others have said they have had neither the time nor the expertise to be more specific.²⁵

(1) Transition to Other Education or Training (5 projects)

Of the five projects in this group, four had included some suggestions on evaluation in their proposals. In one, there is reference to both learners evaluating the program and the collection of statistics on their attainments (i.e. whether they continued to other training programs or employment). This project also referenced the kind of data which might be used in their evaluation of student attainments, though there was no mention of any follow-up work with either students or their subsequent programs, which would be important components in

²⁴ A very few project reports made reference to their intention to use the framework, though without detailing how they might do so.

²⁵ We discuss these issues below as factors which may account for how vague most projects have been.

evaluating the effectiveness of the project. In addition, the proposal stated that the overall effectiveness of the project would be evaluated, without reference to how this would be done.

In total, four of the five projects mentioned follow-up with learners, however, none were specific enough to know if this relates to students' attainments or to their perceptions of the program. However, none of the projects indicated that they would follow-up with the 'receiving' program; e.g. to gain the understandings of 'subsequent' faculty regarding how well the program had prepared students.

None of these projects indicated how they would use the core quality standards; nor did any of the progress reports reference the 'framework'. However, as these projects are directed toward assisting learners' transition to other programs, it may be inferred that these projects have particular relation to standards such as 'commitment to learners' (5.3) and 'learner commitment to program' (5.4) as well as 'learner-centred approaches and methods' (5.6), in particular, as three of the five projects are directed at specific target groups (identified in the document in the discussion of this standard). Given the broad focus of this group, it would be expected that four of the five projects would develop some insights into 'learning assessment' (5.8). Finally, as the focus of these projects is on the transition to other programs, each project is implicitly relating to 'organizational links' (5.15), though each of these projects is oriented to transitions to programs within the college, rather than other providers.

Given the above, projects in this group might focus on one or more of the above five standards, both in the evaluation of the current jobLink projects and for program improvement and possible changes based on the results.

(2) Transition to Employment (17, including the three Francophone, projects)

This is the largest group of projects and includes projects which seek to enhance the elements of OBS/FBO programming most directly related to employment (rather than further education). In general, it can be noted that these elements have often been absent from more 'traditional' OBS/FBO programs and, therefore, in many cases, represent significant attempts to augment and target OBS/FBO delivery toward labour market outcomes.

Having said this, it is also important to note that several administrators and faculty involved in these projects have spoken of the importance of identifying outcomes in terms of 'employability' or 'preparation for employment', rather than simply 'getting a job'. In specific, the problem of equating success in the program with employment outcomes has been questioned, particularly given the lack of available jobs generally, and in some local communities in particular.²⁶

In addition, a number of participants in these projects (and many others) emphasized the relationship between literacy changes and lifestyle and attitude changes as key elements in the transition to employment. Implicit in their understandings seems to be their view that these changes are more difficult (if not impossible) to document. While much anecdotal evidence is mustered to support the view that such changes are fundamental to what learners experience in these programs, and are key to their success, there would appear to be a clear need for programs to document these changes.

One of these projects has developed an approach to examining changes in self-esteem, levels of depression and hopelessness in learners as factors in subsequent success. No less important, the project is seeking to relate these changes to the program's organization, curriculum and delivery. It is expected that specific recommendations may result that will, in fact, indicate

²⁶The twin problems of distinguishing quality from success and from satisfaction, respectively, are briefly discussed in Rowen, Norman "Toward a Self-Governing System: Some Aspects of Quality and Proposals for Change" (Background Paper, Study Team 4, Vision 2000, Council of Regents, 1989; pp. 2-5). Reference is also made to the problem of distinguishing the evaluation of programs from the evaluation of individual students.

specific program features which are more likely to contribute to positive changes on these important dimensions. The project is an example of the potential benefits of consciously identifying particular features to examine and systematically collecting and analyzing data about those features.²⁷ A second of these projects also explicitly mentions the need to examine 'confidence-building' as part of their evaluation, though there is not indication of the kinds of data (or methodology) which might be required to examine the program's effects in this regard.

As with the projects in the other groups, many of the proposals and reports from projects in this group are vague with respect to their evaluation plans, offering few details with respect to the kind of information to be collected and methodology.

However, the majority of these projects did include two important elements. First, twelve of the seventeen projects indicated (either in their proposals or progress reports) that their evaluations would include follow-up with students. While most did not indicate how it would be conducted, some projects specifically mentioned surveys, others indicated they would be interviewing learners. Second, ten of the projects indicated they would be ensuring feedback from employers. (Again, few indicated what form this would take.) Given the importance attached to the 'work experience' component of these programs, the involvement of employers in the evaluation is a crucial element for these projects.²⁸

In addition, while only two of the projects explicitly mention the core quality standards, as with the other groups of projects, it is possible to extrapolate the most important of the standards which might become part of their evaluations. In particular, while the relationship between literacy and employment is not the subject of a specific standard, the discussions about 'community focus' (5.2) and 'program commitment to learners' (5.3) relate to the importance of the workplace. Coupled with the discussion of 'learner-centred approaches and methods' (5.6), projects in this group are implicitly responding to learners' employment-related needs with a variety of innovative approaches. As with projects in other groups, the majority of these projects might productively focus on one or more of these standards when carrying out their evaluation and deciding the focus of data collection and analysis.

In addition to the Georgian College project cited above, two other projects - at Sault College in Elliot Lake and at Cambrian College in Sudbury - have provided considerably more detail than others concerning what information will be gathered, how it will be collected, its purpose and use as part of the evaluation. In addition, each of these three projects are examples of apparently clear understandings of the relationship between the information collected and program improvement.²⁹

(3) "Modified" OBS Programs (14 projects)

All of the projects cited particular information to be collected from learners such as 'gains' in particular areas (3 projects), and career or 'action' plans (4 related projects). Nine projects mention gathering the perceptions of learners, through either surveys, interviews or journals (4 related projects). Only two projects explicitly mention student follow-up, and four mention subsequent tracking of learners.

²⁷It must be stated, however, that this is principally the product of the interest of the staff member involved and is not the general approach at that college or in this group of projects. We are indebted to Linda Thomson (Georgian College, Parry Sound Campus) for sharing her methodology and preliminary findings at such an early stage. It may be useful to consider this project in relation to the Seneca (A) project which also seeks to improve self-confidence, self-esteem, etc. In both cases, it is hoped that specific measures will be developed and shared with other providers.

²⁸It should be noted that three of these projects do not involve 'job shadowing' or 'work experience' components.

²⁹This is not to suggest others may not have similar understandings, only that these three projects have made these connections explicit.

In general, this group of projects provided fewer details or evaluation plans. However, in one case, a reference to the evaluation as 'in the same manner as Futures' appears to relate to student follow up, statistical monitoring and (possibly) soliciting feedback from other participating organizations (e.g. agencies, employers, etc.). While the projects are generally designed to provide special features or additions to the basic OBS program available at each college, few provided details on the kinds of information that would help them determine the extent to which these modifications were considered useful. The perceptions of learners are undoubtedly one factor, however it is unclear how the projects in this group, either individually or as a group, will help provide comparative information in answer to the questions of "what works" and "why". (Two projects do suggest they will provide some comparative data.)

With respect to the core quality standards, none of the projects in this group explicitly mentioned the standards (and only two mentioned the 'framework'). However the goals of these projects, particularly the broad focus on delivery of elements of the 'employability skills' curriculum imply three in particular: 'program commitment to learners' (5.3), 'learner centred approaches and methods' (5.6) and 'learning assessment' (5.8). The latter is particularly relevant to the three projects which explicitly cited their measurement of students' gains in specific areas.

Given that the seven related, and three other, projects involve what might be termed "non-cognitive" areas (attitude, support, success strategies), rather than specific literacy or numeracy skills, it may be that these projects will provide a comparison to the data collected in other projects (notably the project cited in group 2, above). However, this won't be known until later in the projects; and it is difficult to assume that the measures from these projects will be clear enough to provide such comparisons.

(4) Assessment/Initial Placement/Outreach (10 projects)

Eight of the ten projects in this group relate to how learners come to be in basic skills development programs. Of these, there are of two broad types: those that relate to outreach, assessment and advising of prospective learners (five projects) and those that relate to the development or analysis of materials or instruments (3 projects). In addition there are two projects which deal with tracking and follow-up more directly.

There is considerable variation in reporting of evaluation plans for these projects. Four of the projects provided virtually no evaluation plan. Of the other six projects, those which involve the assessment and placement of learners indicated that they would collect data and/or perceptions on the process and results, three of which were more specific on the types of data to be collected: "process evaluation forms" and follow-up in one project, perceptions of the usefulness of a "manual" to be developed in a second, and statistics and a narrative in the third.

It should be noted that three of the four projects examining initial assessment of learners were participants in an initial meeting of a group of twelve OTAB funded projects related to learner assessment. Their reports on their work and the general interest of all participants is one, albeit indirect, indicator of the importance of these projects and their potential benefit to the entire literacy community.³⁰

However, while much potentially useful work is clearly in progress, in the absence of more concrete plans it may prove difficult to realize some of the benefits. It is almost certain that

³⁰The group was convened by the OBS jobLink coordinator and evaluation consultant as a result of interest expressed by many of the 12 individual projects in each other's work and encouragement from Literacy Section staff. An initial meeting was held on May 10, 1995 and interest was expressed in some further activities. The group builds upon the original notion of a working group of related jobLink projects and it is hoped that there will be a further sharing of information, alternative approaches and analysis of specific activities as the projects develop.

there will be inventories, descriptions of processes and, in a few cases, some collecting of perceptions about the processes (and possibly the tools) used. It is not at all clear that there will be sufficient analysis of the instruments and approaches used to suggest more effective means of initial learner assessment. Though this problem is no greater for these projects than for others, given the importance of initial assessment, an understanding of both what works and why is central to the success of the projects taken as a whole.

While none of the ten projects mentioned the core quality standards, it is clear that the most relevant items are 'learning assessment' (5.8), 'practitioner training' (5.12) and 'outreach' (5.13). In addition, through the 'May 10th Group' (of 12 projects), an important potential benefit may be the furthering of 'organizational links' (5.15).

(5) Curriculum and Professional Development (7 projects)

In addition to the other projects involving curriculum and professional development, these seven projects are focused on two principal areas. Three relate to means of 'individualizing' components of basic skills, including employability skills, training. Three others involve the dissemination of information among providers in a community or region.³¹

With respect to the three curriculum development projects, each is clearly related to 'learner centred approaches and methods' (5.6) and the development (or use) of 'learning materials' (5.11). Two projects include provisions for limited 'field testing' and each of the three indicate they will be gathering faculty perceptions. However, as with the projects related to learners' assessment, the evaluation plans offered are vague and there is an absence of specific criteria for evaluating the effectiveness of the alternatives investigated. For example, a listing of available software or a package of curriculum modules will, in and of itself, provide little to guide others in considering their use. However, gathering additional information, e.g. pilot tests, would likely involve additional - and different - activities than those proposed. Alternatively, it is likely that the results of these projects can, and will, be related to other literacy (OBS and jobLink) projects and, therefore, there may be additional information from other practitioners over the longer term.

Two of the three projects providing professional development suggested participants' perceptions will be gathered through the use of 'survey tools'.

Finally, we would be remiss if we did not note that our own project has not, to date, conducted a systematic evaluation. We have solicited feedback from participants at each of the two 'large group' meetings (November 1994 and March 1995) about the usefulness of the sessions and the activities provided, and at the May 10th Assessment Group meeting. As well, there has been some informal discussions with OTAB staff about the functions this project is serving and whether it is meeting their expectations. As will be noted below, we hope that there will be direct feedback on this and subsequent reports. In addition, we will offer suggestions for activities which might benefit the projects as a whole.

Evaluation Challenges

Two principal challenges will need to be addressed over the duration of the project.

First, there is clearly a need to examine the results of the stream 2 projects with a view to their implications for the curriculum and delivery of basic skills programs in the colleges, and possibly by other providers as well. This in no way should be taken to imply that colleges have

³¹The seventh project is our coordination and evaluation project, of which this interim report is one product and other activities are summarized in Section VI, below.

been lax in their program development to date. Rather, it should be understood that the funding the stream 2 projects was to support piloting of a number of alternative approaches to the delivery of basic skills training to social assistance recipients. The extent to which projects are 'successful' should be determined, at least in some measure, by the ability of providers to incorporate those changes which hold the most promise for more effective and efficient delivery. Indeed, the inclusion of a 'critical appraisal' as one component of each project's evaluation is an attempt to encourage purposeful reflection on strengths and weaknesses, and the development of plans for program improvement based on the data collected by the project and the results of similar projects.

The task of incorporating the results of the stream 2 projects, however, will require several steps. Initially, colleges must await the results of their work in order to ascertain what benefits can be identified, for which learners and under what conditions these benefits are most likely to be realized. In addition, there must be a commitment and an ability for colleges to develop and plan for any changes which in turn requires some lead time before implementation can occur. In an effort to induce colleges to begin to consider the stream 2 results, the evaluation consultant will request, as part of their project's final reporting, that each project discuss the project results with respect to its implications for regular OBS/FBO programming. This approach is merely a first step, as it will not be possible for colleges to report on how the results of other projects might impact their programming, given that examination of the fifty-four stream 2 project results as a whole cannot occur until all are completed. However, having projects discuss the implications of their work will at least ensure that the process of examining potential benefits begins.

An obvious second step should be the sharing of final results from the more than fifty stream 2 projects across the college system and among other basic skills providers. Given the timing of the projects and the need for some planning time, we would suggest that Literacy Section staff convene regional professional development meetings of OBS faculty and administrators, to include as many involved in the actual delivery of programs as possible, for the Spring 1996. A similar meeting of FBO administrators and faculty should also be planned. Among the resources which might form the basis of the sessions would be the evaluation report which will attempt to summarize and integrate the findings of the stream 2 projects (scheduled for March 1996).

The second principal challenge is in the evaluation of projects themselves. As noted above, the colleges appear to vary considerably in their approaches to evaluation and, more important, in their experience in reviewing their own offerings. As the response to the proposed stream 1 survey at the November 1994 meeting indicated, most colleges do not routinely conduct evaluations nor have they allocated faculty or staff resources for this purpose. Having an external firm conduct the follow-up may have been an expedient decision in order to secure the data as efficiently as possible, but the tracking of learners and, no less important, the attempt to ascertain their perceptions should become the routine responsibility of each program.

However, the 'institutionalizing' of program review (that is, making evaluation an ongoing and 'taken for granted' function) will not occur overnight. It will require a conscious commitment and it will require some additional skills. The programs may have among them a sufficient repertoire of evaluation strategies and techniques. The results of the stream 2 evaluations will give a clearer idea. However, as with the challenge of improving programs based on the stream 2 findings, there may be benefits from the sharing of specific techniques and approaches.

A first step in this direction will be a renewed effort on the part of the evaluator to provide more assistance to each project as required. A second step will be a discussion of approaches in the final report. And a third step might be a professional development session dedicated to program evaluation. Again, Literacy Section staff will need to begin planning how these needs

can be met. (It is possible that a session for the Fall 1995 can be scheduled which will allow the best practices of the stream 2 evaluations completed to that point to be shared with other colleges. This is being considered by the coordination and evaluation team.³²)

Finally, the approval of the "Accountability Framework and Core Quality Standards" document by the OTAB Board has helped provide some guidelines and factors for providers to consider. It should be noted, however, that a possible impediment to the use of the core quality standards is its lack of specificity or even guidance on how programs might evaluate the extent to which and the ways in which they are meeting the standards. While all would agree that employing a simplistic 'quantitative' approach is not desirable, it will clearly be important for programs to determine what kinds of indicators are most useful in measuring progress toward each standard. (We recognize that this is part and parcel of the task that has now been given to literacy programs and that the identification of how to the standards might be 'applied' to their program is understood to be an expectation for all programs, not merely those funded under jobLink.) It may be noted that the standard on program evaluation (5.18) includes the statement: "In order to make evaluation effective, programs carry out an evaluation based on the eighteen core standards at least once a year." and "Its results should be reflected in on-going program adaptation and development". It is hoped that, over time, programs will indeed be able to develop their abilities to address the meaning of this outcomes and that their evaluations of the current jobLink projects will be one step in this process. It will clearly be important for OTAB staff to monitor the extent to which and the manner in which those standards are used to assist in program evaluation and program improvement.

In sum, the two principal challenges arising from our 'interim' understanding of the evaluation to date are (i) the need to incorporate the results of the stream 2 projects and (ii) the need to 'institutionalize' evaluation practices into the routine activities of basic skills programs.

³²While there is some expertise in the colleges with respect to program evaluation, as the evaluation consultant for the OBS jobLink initiative I must acknowledge that additional assistance should have been provided earlier even in the absence of clear requests from the various stream 2 projects. Of course, until plans were developed it would have been difficult to understand their needs. However, project leaders suffer the same workload pressures which have become commonplace in the colleges and it would seem obvious that, for many, evaluating their projects was something that would happen later and, therefore, didn't need their immediate attention. These pressures, coupled with the initial lack of clarity, should have been sufficient reason to be more proactive.

Section VI: Coordination and Evaluation Project

This section outlines project goals and objectives, some of the challenges faced by the coordination project team and some significant coordination activities.

A. Project Goals and Objectives:

The coordination and evaluation project has two primary goals:

- (1) to ensure provincial coordination through the sharing of information which, in turn, should enhance program delivery by:
 - (i) supporting and coordinating locally developed projects by providing:
 - (a) ongoing information on related projects, both formally (e.g. newsletter) and informally (e.g. regular contact with OBS/FBO managers and project staff) and to provide such information in a coordinated manner, encouraging the enhancement of program delivery and innovation;
 - (b) ongoing support to projects to address the needs of local projects as they arise (e.g. identifying resources, "troubleshooting", etc.);
 - (c) identification and follow-up of public relations opportunities at either a local or provincial level to ensure the visibility of the OBS/FBO jobLink initiative
 - (ii) ensuring coordination in the identification and provision of common "resources" such as the planning and delivery of professional development activities which might benefit existing and expanded OBS/FBO programs for SARs, as well as projects funded under stream 2
- (2) to ensure that a systematic evaluation of all projects takes place in order to gain insight into the strengths and weaknesses of various approaches to program organization, curriculum and delivery (including, e.g., client assessment and follow-up) with a view to enhancing the quality and effectiveness of programs delivered to SARs and of OBS/FBO programs in general by ensuring appropriate commonality in the evaluation of projects by:
 - (i) providing a common evaluation of stream 1 activity
 - (ii) developing common elements required of all stream 2 evaluations to be conducted by the colleges
 - (iii) integrating the evaluations of both stream 1 programs and stream 2 projects to determine their effectiveness and to provide recommendations for program improvement. (The evaluations are to be essentially formative in nature.)

B. Project Implementation and Reporting Structures

The coordination and evaluation project was approved for one year -- from October 1, 1994 until September 30, 1995. The project team consists of the Dean of Access and Preparatory Studies, FBO objectifEmploi project leader, bilingual secretary, FBO objectifEmploi evaluation consultant, principal researcher and evaluation consultant, and the OBS jobLink project leader³³. The team meets as required (both formally and informally) to develop and maintain a coordinated approach to the management of the project.

Early in the project, it was decided that the steering committee or management group for the project would include the five OTAB regional literacy coordinators, the Literacy Section Senior

³³ Only the OBS jobLink project leader is employed on a full-time basis.

Manager, and the coordination and evaluation project team, as well as the Financial Support and Systems Officer. To date four management committee meetings have been held.

An advisory committee for FBO objectifEmploi continues to include the OTAB regional literacy coordinator, OEO coordinator, as well as college representatives. A similar committee does not exist for anglophone initiative.

As noted in Section V above, in consultation with the management committee, additional funds for jobLink evaluation activities and changes to the reporting schedule were approved: (i) in order to ensure the integrity of data collection on stream 1 students, an independent research firm was contracted to follow up with stream 1 jobLink/OEO students three months after they left the OBS/FBO jobLink program; (ii) to ensure that objectifEmploi projects were evaluated by a person thoroughly familiar with the issues, a francophone evaluation consultant was hired to work in tandem with the principal researcher and evaluator; and (iii) the project will provide two interim reports in June and the fall of 1995, and a final report by March 31, 1996.

The coordination project keeps OTAB informed formally of its progress through quarterly work plans, written reports on coordination activities, as well as informally as required, by telephone or AlphaCom.

C. Coordination and Evaluation Activities

(1) The coordination team hosted a one and one-half day jobLink meeting for 30 OBS managers, administrators, and faculty from 21 colleges on November 17, and 18, 1994. Two comparable meetings were held for FBO coordinators.

The agenda included theme-based workshops on the following topics:

(a) evaluation strategies for both stream 1 and stream 2 initiatives, (b) OBS jobLink faculty professional development needs, (c) curriculum, implementation, and jobLink delivery issues, and (d) a report by the Fanshawe College Blueprints project.

Participants were grouped in workshops related to the major activities of their stream 2 projects: unpaid work experience (general), unpaid work experience (special focus/target groups), learner assessment, transition (pre- and post-OBS), employability skills and other curriculum activities.

The challenges in SAR recruitment and a discussion of strategies to meet targets was added to the agenda. There was considerable discussion around the reasons for, and possible strategies to increase recruitment. (These issues were outlined in Section III, above.)

At the meeting the coordination team offered to:

- distribute a jobLink newsletter to all colleges -- Quarterly newsletters were and sent to colleges in January and April. The final two issues will be distributed in July and October;
- organize theme-based working groups -- The idea of working groups was suggested to colleges in the January newsletter. Although the coordination team followed up with colleges, there was very little interest and so no working groups have been struck. Some college faculty have, however, chosen to meet regionally; and
- host a professional development workshop for faculty working in projects which include an unpaid work experience component -- A one-day workshop was held on March 2.

A summary of the November meeting was sent to all OBS managers, participants, and Literacy Section staff.

(2) On March 2, 1995 a Learning and Sharing Workshop was held in Toronto for college faculty and staff working on stream 2 projects with an unpaid work experience component. Thirty-nine (faculty and administrator) participants from OBS and FBO programs in 18 colleges got together to share their experiences and exchange curriculum ideas as their stream 2 projects got underway.

The day's agenda included the following workshops: a presentation on labour market trends for the 90s and beyond by an HRD/C labour market specialist, an experiential workshop on vocational assessment tools and techniques by a George Brown career development consultant, a panel on job search issues (strategies and techniques) by George Brown faculty from a variety of programs (i.e. Futures, jobsOntario, School of Labour Laid-off Workers Program, Career & Work Counseling Program, and the Job finding Club).

Participants found the opportunity to network with their colleagues from across the province to be the most valuable part of the session, according to their evaluations of the session. A summary of the day's activities was sent to OTAB staff, all workshop participants, and OBS managers.

(3) jobLink staff and faculty from Centennial, George Brown, and Humber Colleges who had met for the first time at the March 2nd PD day arranged to continue the networking. The group has expanded to include faculty from Sheridan and Seneca Colleges. At a meeting on April 4, Norm Rowen, provided guidelines for the evaluation of stream 2 projects. (This information was later distributed to all colleges.) A second networking meeting was held early in June, and another is scheduled for September.

(4) On May 10, we hosted a meeting to exchange information about the different assessment initiatives underway throughout the province. Sixteen people representing 13 different organizations attended the meeting at Sir Sandford Fleming College. Participants including Ann Osborne, Literacy Section regional coordinator, Lee Yearwood of the Common Assessment Working Group, representatives of three colleges (Mohawk, Sheridan, and Sir Sandford Fleming) with stream 2 assessment projects, as well as other community literacy organizations and school boards, all funded by the Literacy Section. Another meeting may be held in the fall.

(5) In addition to the provincial meetings and professional development sessions, coordination staff visited all 23 colleges to meet with jobLink faculty and students.

The coordination and evaluation project has attempted to alleviate the workload of Literacy Section staff by dealing with routine curriculum and jobLink delivery matters, organizing professional development workshops for OBS faculty, and designing and implementing a comprehensive evaluation of OBS/FBO jobLink initiatives. This work will continue until the end of the coordination project in October. (The final report integrating the stream 2 evaluations is scheduled for March 31, 1996.) The team will continue to provide support to jobLink projects in progress. If colleges wish, regional professional development sessions featuring the best practices of completed stream 2 evaluations, as well as a follow-up meeting of the assessment group, will be organized for the fall. Finally, the second interim report will be prepared in October and will focus on the stream 1 follow-up survey as well as additional analysis of data reported in section IV, above.

Section VII: Some Issues and Questions to Consider

The following section outlines three principal issues for the OBS/FBO jobLink/OEO initiative. While we include some suggestions for how these matters might be addressed, it should be understood that these are preliminary and interim understandings. However, we believe it is in the interests of the continued success of the programs and -- more important -- it will be to the benefit of learners if some discussion about these issues can proceed.

(a) Duplication and Planning of Programs

The duplication of programs and lack of coordination among the various levels of government in the many initiatives for SARs has presented a major roadblock in colleges recruiting students and has led to confusion among agencies as they try to determine the best program for their clients. Last fall, a number of competing special initiatives for SARs were added to the already existing federally, provincially, and municipally-funded SAR programs. We are told that HRD/C experienced the same time constraints as colleges in implementing SAR initiatives. One college reported that in its community last winter, there were as many as 13 different SAR projects. Needless to say, competition for the same SAR clientele was very keen, and with the proliferation of so many similar programs, agency staff had considerable difficulty differentiating among the programs and determining the one that would best meet their clients' needs.

With increasingly scarce program dollars and shrinking human resources, it is essential that true partnerships are developed; real local community planning which includes all major stakeholders and potential funders take place. One can only hope that the newly constituted jobLink Resource Centres will serve not only as a depository of information, but as a vehicle for community planning. Coordination staff has been invited to participate in the Metro Toronto jobLink Resource Centre coordinating committee.

As noted earlier, this problem may be temporary or transitional. The eventual development of the resource centres may resolve some of the coordination problems. And the training of municipal and provincial social assistance workers may also enhance the referral process. However, it is unclear whether either of these vehicles will resolve the problem of 'competing programs'. It is also unclear the extent to which any of the 'start-up' difficulties (including, for example, recruitment of learners) are a function of other jobLink components having had a slower start up than the OBS/FBO jobLink/OEO component. It may be that other partners, federal, provincial or municipal, were unable to support the opportunities available for SARs through the OBS/FBO jobLink/OEO program owing to their own planning and program development. For whatever reasons, it is evident that the initiative encountered some initial 'bottlenecks' to which colleges responded in a variety of ways and were largely successful in meeting the challenges posed.

We would be remiss if we failed to note that the literacy community through the LCPP has had some experience with coordinated planning and program delivery. While still in its early stages, some lessons may be gained from this experience which could benefit the integration of service delivery to SARs.

(b) Communications

As has been noted in earlier sections, there have been numerous comments with respect to aspects of communications which, if improved, could enhance the jobLink initiative. This is not to say that there have not been significant and essentially positive aspects to the communications with and among the colleges and projects; rather, that any new initiative has its share of difficulties which, if considered, might lead to improvements.

It should also be noted that the observations we offer in this section are primarily based on our interpretation of input from various participants in the jobLink initiative. We have not conducted a systematic investigation of all possible difficulties, nor have we solicited comments from all colleges or projects on their perceptions of these matters. However, it is hoped that feedback from all interested participants will be forthcoming as part of the response to this report. As such, the points outlined below are indeed tentative and, we believe, merit further discussion.

There are three areas of communications which can be outlined, communications: (i) between OTAB and the colleges, (ii) among the colleges and (iii) within colleges.

OTAB and Colleges

Two principal problems emerge with respect to the flow of information between OTAB and the colleges. First, participants noted what they perceived to be a lack of planning in the development or communication of the jobLink initiative. In particular, as mentioned in Section III above, many of the colleges noted that there were 'competing' (or what might have become 'complementary') initiatives which was one factor in the recruitment problems a number of colleges experienced. They suggest that it would have been beneficial to have established clear lines of communication among levels of government and their local offices -- and which included the colleges -- in order to facilitate effective planning prior to the development of proposals, some of which may have been based on insufficient (if not erroneous) information. Similarly, to the extent that other providers are involved in the delivery of similar 'sponsored' programs, communication which includes the colleges might facilitate more effective allocation of resources. (The resources involved are not merely the funds allocated to programs which may be less efficient in the absence of more comprehensive planning. The time and energy of many staff involved in recruitment activities across the colleges and the feelings, however limited, that efforts could have been better coordinated, are part of the evidence that suggests that communications might be improved.)

While this concern may be but a subset of the more general concern with organizational 'overlap' cited above, there is some feeling that better communication, at both a local and a provincial level, could be beneficial. As noted, guidelines which articulate responsibilities and processes for the involvement of both 'sponsors' (government departments and agencies) and 'providers' (colleges and others) could help alleviate some of the concerns and increase the likelihood that (all) relevant information is communicated. As co-sponsor of the jobLink initiative, but more importantly, through the development of the LCPP, OTAB has knowledge and experience which could be of assistance.

A second perception among some colleges is that OTAB does not always communicate program information and/or changes to all colleges in the same manner and at the same time. For example, not all FBO coordinators were aware from the outset that jobLink funds could be used to enhance regular FBO programs (i.e. stream 2 funding). (This may appear to reflect difficulties within some colleges, but the effect is felt as 'uneven' communication between OTAB and the colleges when not all programs appear to be aware of program components, possibilities and/or requirements.)

While the speed with which the OBS/FBO jobLink/OEO program was launched is undoubtedly due to the efforts of Literacy Section staff, there is some feeling that expectations were not made sufficiently clear. Ambiguity concerning responsibilities, for example, may have existed with respect to reporting responsibilities and program evaluation requirements. The former is evidenced in the problems of how to 'track' jobLink participants when funding seemed to 'require' that they be 'moved' from OBS/FBO to jobLink and back to OBS/FBO programs. The latter problem (discussed in Section V above) is evident in the lack of familiarity with, for example, the expectations that learners would need to be 'followed-up' after their departure

from jobLink programs. (Among the reporting problems is that colleges are uncertain exactly when a learner has 'left' jobLink.)

Neither the Literacy Section nor the coordination and evaluation project appears to have appreciated the need to be clearer and (perhaps) more directive with colleges on these matters from the outset of the jobLink initiative. However, we have some sense that colleges have gained a better understanding over the initial phase of their projects.

Intercollegiate Communication

There is a general sense that colleges have only infrequently communicated with each other on a variety of matters. This may be a reflection of the more 'natural' focus colleges have on their local communities, rather than on each other. However, at a number of points, the feeling has been expressed that greater communication would be advantageous. Often this has come to the fore in discussion with those responsible for the delivery of the program, rather than OBS/FBO 'managers', who appear to communicate more regularly in both provincial and regional meetings. The professional development activities seem to have been successful in having practitioners share concerns and benefit from each other's experiences. While the 'working groups', organized 'thematically' to reflect the substantive focus of related stream 2 projects, seemed a good idea, there was little positive response.³⁴ The newsletters may be a productive vehicle for keeping people informed, however electronic communication has not proved viable.

There has generally been a feeling that the requirements of program delivery preclude 'front line' staff from engaging each other across colleges. It is hoped, however, that the Literacy Section will ensure that some serious discussion occurs concerning the lessons learned from the jobLink project. Toward this end we suggest that staff begin planning a series of regional professional development sessions for the Spring 1996 for practitioners (i.e. faculty and other staff directly involved in program delivery, as well as academic managers) to consider the results of these stream 2 projects and the implications of their findings for how to more efficiently and effectively deliver (elements of) OBS/FBO programming. To the extent that other providers might benefit from these discussions, they might also be included.

Intra-College Communications

Not only have workload pressures limited the amount of inter-college communication, they have also contributed to difficulties within many colleges. In some cases, planning and funding constraints appear to result in colleges hiring additional staff, for brief periods, to offer particular programs. These staff in particular might benefit from greater contact with 'regular' faculty and staff. However, the fact that some projects are located (organizationally) in different divisions and (physically) in different locations has also contributed to the problem.

A second element of communications within colleges concerns the relationship between what managers know and how that may or may not be communicated to program faculty. For example, it is clear that many of those with direct responsibility for stream 2 projects have had little idea about program evaluation requirements. This may be a function of some managers own uneasiness or it may be that information simply 'got lost' in communication. To address this need in particular, we suggest that there be a professional development activity in the Fall 1995 which would offer those responsible for program delivery an opportunity to examine examples of projects whose program evaluations might be instructive. While our project will organize and facilitate the sessions, we hope the 'content' will largely be drawn from successful jobLink evaluations.

³⁴The May 10th Group which gathered around assessment issues included not only the related jobLink projects, but a number of other OTAB funded initiatives and, despite unanimously good feeling about the meeting, there was also a sense of most participants being 'overworked'. It remains to be seen if the group continues in the Fall.

Another aspect of the general issue of intra-college communications concerns the particular problem of the flow of information in 'bilingual' colleges, between anglophone managers and francophone program coordinators. Whether information on program requirements and opportunities or about learners and relations with external agencies, there is some feeling that necessary information has not always been forthcoming. We expect that these problems may be reduced, if not alleviated, through the development of the new francophone colleges.

(c) Defining "Success"

A third important issue which has been reflected in the development of the OBS/FBO jobLink/OEO initiative is how learners' "success" should be defined. Indeed, from the outset of the initiative, comments have been made which relate a variety of understandings of what will constitute learners' success and, in turn, how it might be measured and documented.

For example, it was the understanding of many, though by no means all, of the participants in the August 1994 information session that the terms of reference for jobLink as a whole placed considerable emphasis on SARs attainment of (full-time) employment. Of course, basic skills development has always been seen as an important component in the ability of individuals to both secure and maintain employment. In addition, the development of various 'soft skills' (termed 'employability skills' in the joint HRD/C - Ontario colleges initiative) has long been understood as an obstacle to employment and therefore these skills have, once again, become part of the repertoire deemed necessary for SARs (and other learners) for their employment.³⁵ For this reason, most, if not all OBS/FBO programs have come to incorporate at least some of these skills.

As well, many practitioners have understood the role that work experience plays in developing an orientation to work; that is, in the absence of concrete experience it is considerably more difficult to secure employment, based on insufficient information about employers expectations and about occupations and industries. As a result, the 'job shadowing' (and other work experience) components of OBS/FBO programming has become increasingly important as a vehicle to expose learners to experience otherwise unavailable through classroom instruction. Many participants, both learners and college faculty and staff, point to the attitudinal and motivational benefits of such activity as evidence, albeit anecdotal, of their programs' positive effects.

While there may be considerable agreement about these basic properties of OBS/FBO (and other basic skills) programs, the implications for our understanding of jobLink are potentially important. While project leaders, both anglophone and francophone, have noted the jobLink's overall mandate of securing employment for SARs, they also note that the barriers are many, especially when success for participants requires development of considerable skills, both 'hard' and 'soft'. They are clear in understanding that their programs are contributing to learners' long-term labour market attachment. What they are less clear about is whether the OBS/FBO jobLink/OEO projects will be judged merely on the basis of 'short-term' results, defined solely by the proportion of learners gaining employment directly from their programs.

At a time when funding may be increasingly tied to 'performance', the faculty and managers of these college programs are consistent in their view that there must be recognition of alternative

³⁵There is, of course, considerable history of programs aimed at improving employability skills including federally-funded Basic Job Readiness Training (BJRT), Vocational Orientation and Work Adjustment Training programs, as well elements of programs such as WITT, INTO, Career Planning for Women, and provincially-funded programs such as YouthStart, Futures, Discovery (for immigrant women) and municipal programs including, for example, Job Finding Clubs. While each of these programs have emphasized either particular skills or been directed toward particular target groups, they share a common acknowledgment of the complementary roles of 'hard' and 'soft' skills in gaining and maintaining employment.

measures of student success, several of which are evident including (i) the retention of students in training programs, (ii) the progression of learners from basic skills development to more specific vocational skills training, (including post-secondary programs), (iii) the development of attitudes and behaviours conducive to continued labour market participation, (iv) the clarification of career and vocational goals and paths to achieve them which are consonant with learners' abilities and aspirations, and (v) the development of a range of personal management skills (sometimes termed 'life skills') which will assist learners in (all) aspects of their lives.³⁶

The stream 2 projects provide an opportunity to pilot various approaches to both the content and the delivery of the broader range of skills acknowledged to be important. In addition, the evaluation of stream 2 projects by the colleges themselves provide a similarly unique and potentially important opportunity: namely, to define 'success' in these different ways and to concretely demonstrate the extent of learners' achievements. This is an important challenge that is not easily addressed; that is, the measurement of many of these types of growth, however essential for learners, is often the subject of conjecture and controversy. But there are some examples of promising 'work-in-progress', for example, a project evaluating the effect of the program on 'hopelessness and depression' and seeking to document its benefits to self-esteem; as well as several projects seeking to examine factors and provide focused activities related to the employment of persons with particular (physical and/or cognitive) challenges, the deaf, second language (or second dialect) learners, students in isolated communities, etc.

Stated differently, the opportunity to consider success to be more (and other) than an immediate, if short-term job, is coupled with a responsibility to document and evaluate achievement in different terms and to analyze critically what factors are most likely to lead to different successful outcomes.

While the OBS/FBO jobLink/OEO initiative should properly be evaluated in these ways, it should be noted that an important factor in successful program delivery is clarity in how its objectives are communicated and understood. Many in the basic skills community would likely benefit from an acknowledgment that for many of those on social assistance, long-term labour market attachment is unlikely to be quickly or simply achieved. Factors beyond individual skills or motivation - e.g. economic conditions such as available work - are always at work and often underestimated. Having said this, the extent to which the OBS/FBO jobLink/OEO initiative is successful, may be a function of how well the distinction between short-term and long-term attachment is understood by decision-makers, how well funders support efforts toward enhancing longer-term prospects, how well the projects can document the nature of their learners' attainments and how well they can identify the features of their programs which lead to these positive outcomes.

While the more than fifty stream 2 projects will not provide definitive answers to these questions, by evaluating their projects, colleges will have had an important opportunity to communicate the complexity of the challenges and the role of diverse approaches in meeting learners needs and helping them realize their goals.

In addition, if the definitions of 'success' and the prospects for longer-term labour market attachment extend beyond the more simplistic indicator of immediate employment, it will require establishing a clear connection between success and the goals and objectives defined for the program. For OBS/FBO programs, this process has begun through the development of 'learning outcomes' through the Articulation and Standards Project (ASP)/Projet d'articulation des programmes préparatoire collégiaux (PAPPC) and the Recognition of Adult Learning Project (RALP). The support of the Literacy Section of OTAB has been instrumental in these

³⁶The role of interpersonal skills in work, family and community settings has been a key feature of the development of generic skills for college post-secondary programs with the support of business, labour, community and educational practitioners, as evidenced in the mandate of the College Standards and Accreditation Council (CSAC) and its Generic Skills Council.

projects, the benefits of which include an ability for learners to move more effectively among providers by ensuring that learners' attainment of common outcomes is recognized by all providers.

A principal challenge, however, is to ensure that these outcomes are thoroughly reviewed and (when modified, if necessary) implemented by providers (including colleges). The process of review and implementation must ensure that the outcomes are appropriate to the skills learners must achieve - both the 'hard' and 'soft' skills identified above. In addition, it is important that the outcomes are sufficiently clear and precise to ensure that their attainment can be effectively measured so that successful attainment of these outcomes will, in fact, represent the levels and skills which providers associate with learners' longer-term success.

It is this relationship which presents the greatest challenge. If defining success and program goals (the latter represented by learning outcomes) is the first element, ensuring that we can assess these attainments accurately is the second. A third element is to ensure that we can determine to what extent different approaches to program content and delivery are facilitating learners in attaining these outcomes, which is a principal function of program evaluation. Finally, we need to use these understandings to inform what elements we need to make the subject of program improvement. Each of these elements will require further work and will take some time to accomplish. However, the challenges imply some practical 'next steps' which can be posed in the form of questions and suggestions for consideration.

First, will the outcomes developed by the ASP/PAPPC and RALP projects define program success in a manner consistent with OBS/FBO practitioners understandings of the range and levels of skills required? What processes need to be in place to ensure that the consultations will result in outcomes which are appropriate to this need? Will the outcomes be defined specifically enough that their attainment can be clearly measured?

Second, how will we know to what extent and which outcomes are related to longer-term success? A number of participants suggested longer term follow-ups with learners to determine the relative importance of different skills, but how could this be done? How 'precisely' can we (or employers) define the required skills and levels?

Third, how can programs be encouraged to document learners' 'gains' in both literacy and employability skills? What tools will need to be developed to ensure that these attainments can be documented? How will these tools evolve?

Fourth, as we develop the necessary tools, how can programs be encouraged to follow-up all jobLink and OBS/FBO learners?

Fifth, how can programs be encouraged to conduct annual reviews of their programs (as in standard 5.18), or should there be a 'system-wide' review of OBS/FBO programming as a whole?

Finally, what processes will ensure that the most relevant of the core quality standards will be the subject of providers' reviews? Which standards, if 'implemented' will have the most impact on program improvement? What 'guidelines' will increase the likelihood of their use?³⁷

With respect to the continuation of jobLink funding, it's clear that many projects had not really thought about how they would evaluate their projects and, as a result, the proposals included neither the time nor the staff to carry out a more detailed evaluation. This raises the question of whether projects needed a more explicit framework than the one initially offered (in August 1994) and therefore clearer expectations for what they needed to address in their evaluations. While there might be dangers in doing so, the Literacy Section should consider providing a more

³⁷ The results of the thirteen pilot projects looking at the core quality standards may be of assistance in this regard.

explicit framework and 'requirement' for evaluating subsequent projects.³⁸ A further question is whether any 'requirements' should extend beyond jobLink projects.

At this stage in our work, we do not feel there is sufficient information to offer specific recommendations on these matters. Rather, we would encourage OTAB staff and college faculty and administrators to consider these questions with a view to developing guidelines and processes which will further the important work which has developed as a result of OTAB support. To realize the benefits of the current initiative will require clarity on these issues and in the expectations presented to both colleges and the learners.

For our part, we believe the following suggestions are practical:

- (1) All projects should be requested to conduct a follow-up with their learners. While not all can be included in the final report (given the timing of projects), involving learners in this way would seem reasonable and provide important information to projects.
- (2) All projects should be requested to explicitly include a statement of what elements or learning from their stream 2 project should be 'applied' to their 'regular' OBS/FBO programming and how they might incorporate the identified features. Regional sessions reviewing the results of all the OBS/FBO jobLink/OEO projects should be planned for the Spring 1996.
- (3) A professional development session should be organized to provide examples of project evaluations which might assist other projects. Regional workshops might allow more faculty and managers to participate than a single session for managers. Similar sessions might be organized through the LCPP to include other providers.
- (4) Professional development sessions on learner assessment related to a range of skills should be developed to assist all providers. The LCPP might be a useful vehicle.

³⁸First, even if it had been practical (given that projects had not yet been developed) any requirements would have appeared to many to be far too prescriptive and possibly implied a more 'summative', rather than a 'formative' approach; that is, understating the 'program improvement' function of evaluation. Second, given the variety of projects, it would be difficult to be sufficiently precise in identifying data and/or methodologies which might prove useful. Third, and most important, a more explicit framework would pose the danger of implying that evaluation was 'external' to the projects themselves.

Appendix A

Literacy Section, OTAB: Background Documents

jobLink Ontario Application

The goal of *jobLink Ontario* is to help people on social assistance find and keep jobs. *JobLink Ontario* plans to reach this goal by giving social assistance recipients (SARs) greater access to training and education programs and by helping them to move from social assistance to employment.

jobLink Ontario and Ontario Basic Skills (OBS)/Formation de base de l'Ontario (FBO)

Within the overall *jobLink Ontario* funding, OBS/FBO has been allocated funding to provide academic upgrading and related services to SARs. All colleges will receive some funding and all are eligible to apply for projects. Colleges in ten designated communities will receive additional support.

Colleges receiving *jobLink Ontario* funding will be expected to increase the number of SARs currently being served in existing OBS/FBO programs. However, *jobLink Ontario* also provides an opportunity to review components of your OBS program which you would like to enhance to provide better delivery to SARs. For this reason, please separate your proposal into two streams:

- (1) increasing the number of SARs in existing OBS/FBO programs, and;
- (2) special projects which increase the effectiveness of delivery to SARs within the OBS/FBO program.

Stream 1 - Increasing the Participation of SARs in Existing Programs

Complete the attached Stream 1 Form. Note that the information given on this form should correspond with that given on Form B in your 1994/95 Annual Plan.

Clients will be tracked using the OBS/FBO Management Information System (MIS), although there may be some additional reporting requirements specific to the *jobLink Ontario* funding.

Funding for Stream 1 will run to the end of the current fiscal year (March 1995).

Stream 2 - Special Projects

The purpose of Stream 2 funding is to undertake projects which will meet the needs of SARs, or a specific group of SARs (eg. persons with disabilities), more

effectively than through simply increasing participation numbers (Stream 1). A project can be used to enhance services in one or a combination of any of the following OBS/FBO program components:

- vocational **counselling**;
- **assessment** of prior learning, basic skills, aptitudes, job options, vocational goals and any limitations to meeting those goals;
- **training** in literacy, communications, mathematics and science at all levels from basic to the level generally required to complete secondary school education;
- life and **employability skills**;
- practical "**hands-on**" **experience**;
- introduction to **computers**;
- **job search** skills, including resume preparation, interview techniques and practice, job shadowing, and finding a job; and
- **recognition of learning** for skills achieved.

Additional areas that you may wish to develop a special project around are:

- **creating partnerships** with other literacy programs (keeping in mind the Literacy Community Planning Profile for your community), employment preparation programs, agencies or college departments;
- **bridging** between English as a Second Language (ESL) and basic skills programs;
- **assisting students in the transition** from OBS/*jobLink Ontario* to **other training or post-secondary programs** by creating new or special partnerships with training/education providers;
- **assisting students in the transition** from OBS/*jobLink Ontario* to **employment** by creating new or special partnerships with employers; or
- **providing special follow-up support** to students leaving the OBS/*jobLink Ontario* programs.

All projects should also help you better meet the principles and core quality standards in the **Accountability Framework for the Adult Literacy Education System and Core Quality Standards for Programs**.

For each proposed Stream 2 project, complete the following steps:

1. Write a statement of need. This statement should be clear and specific about why a particular component or area is being emphasized. It should explain how the project relates to the principles and core quality standards in the Accountability Framework. It should also address in concrete and measurable terms how the project will make delivery to SARs more effective.

If you are submitting more than one project proposal, prioritize each proposal according to importance.

2. Indicate the objectives of your project. (Describe in terms of specific, measurable, output within a timeframe, what the project will achieve, provide or produce. Clearly indicate what benefits you expect to achieve as a result of this project.)
3. Write the project plan. (Summarize the major activities and tasks in a logical order, giving timelines (not to exceed 12 months) and persons responsible.) Attach brief job descriptions for staff positions.
4. Describe the concrete results or products (e.g. report, manual) that will result from this project.
5. Outline any follow-up activities that you anticipate upon completion of this project. Explain the purpose of these activities.
6. Write an evaluation plan. The plan should include the stages/milestones in the project when evaluation will take place, the key indicators that will be used to evaluate whether or not the objectives have been met and the results achieved, and how you will collect and report the data. This will form the basis for reporting on the project.

Budget (Streams 1 and 2)

A separate Budget Form must be completed for your Stream 1 request and for each project request in Stream 2.

Submitting the jobLink Application

The completed application should include the following:

- the cover sheet,
- Stream 1 Form,
- a project proposal (as described above) for each project request, and
- a Budget Form for Stream 1 and each project request in Stream 2.

The application should be submitted to your regional Literacy Section program coordinator, no later than **September 12, 1994**.

Regional Program Coordinators

Central:

Sandra Miners
Ontario Training and Adjustment Board
Learning and Employment Preparation
Branch
625 Church Street, 3rd Floor
Toronto, Ontario
M4Y 2E8

Phone: (416) 326-5472
Fax: (416) 326-5505

Eastern:

Ann Osborne
Ontario Training and Adjustment Board
Eastern Regional Office
1055 Princess Street, Suite 306
Kingston, Ontario
K7L 5T3

Phone: (613) 545-4435
Fax: (613) 545-1204

Northern:

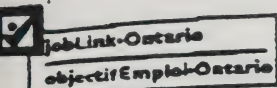
Audrey Anderson
Ontario Training and Adjustment Board
Northern Regional Office
450 Notre Dame Avenue
Sudbury, Ontario
P3C 5K8

Phone: (705) 688-3030
Fax: (705) 688-3033

Western:

Sande Minke
Ontario Training and Adjustment Board
Southwestern District Office
285 Weber Street North
Waterloo, Ontario
N2J 3H8

Phone: (519) 885-6366
Fax: (519) 571-6047



Human Resources
Development Canada

Développement des
ressources humaines Canada

News Release/Communiqué

July 28, 1994

94-74

Governments of Canada and Ontario combine efforts to help social assistance recipients enter workforce

TORONTO, ONTARIO – The governments of Canada and Ontario have reached agreement on matching funding for jobLink Ontario, an innovative program designed to help social assistance recipients get back to work. On hand for the announcement and to outline the details were: Lloyd Axworthy, federal Human Resources Development Minister, Tony Silipo, Ontario Minister of Community and Social Services, and Sheila Copps, Deputy Prime Minister and Minister of the Environment.

Mr. Silipo announced jobLink Ontario on June 21st, committing \$25 million to the program for the fiscal year ending March 31, 1995. With today's announcement, Axworthy's department will match this amount with a contribution of \$25 million for the same period. It is also committed to providing support to jobLink Ontario in future years under the National Strategic Initiatives Program. Both governments are discussing additional funding for other initiatives during 1994-95, such as technology related to jobLink Ontario.

Starting in 10 to 12 communities this fiscal year, with locations to be announced shortly, jobLink Ontario will help social assistance recipients access a broad range of tailor-made supports and programs to help them enter today's job market and stay off social assistance. jobLink Ontario is modelled after jobsOntario Training, a successful program that has put 50,000 people back to work.

"Federal support will allow jobLink Ontario to serve more people in Ontario and to broaden the range of services," said Axworthy. "This agreement is about the shared commitment to renew and revitalize Canada's social security system. It reflects our hope to test new and innovative programs with the provinces and territories."

"I am encouraged that the federal government has agreed to be a partner in the funding of jobLink Ontario," said Mr. Silipo. "This is the first step toward both levels of government working together to help thousands of social assistance recipients develop the skills and resources they need to be able to support themselves and their families. With this announcement, the federal government is beginning to move toward Ontario receiving its full share of federal funding this year under the National Strategic Initiatives Program."

"Governments have come to realize that it is no longer a matter of helping people return to jobs they lost during the recession," said Copps. "The Canadian economy, as well as the economies throughout the world, are undergoing a fundamental restructuring."

Support for the Ontario initiative falls under the National Strategic Initiatives Program, a key element of social security reform. It provides governments with a unique mechanism to experiment with program designs that will support future policy development.

The federal government's portion of jobLink Ontario's funding falls within the framework set in the February 1994 federal budget. Today's announcement reflects the commitment of both governments to establishing priorities in spending so that they can better serve Canadians by making efficient use of tax dollars.

for information on jobLink Ontario, please see the attached backgrounder

Information:

Alec Jasen
Minister Axtworthy's Office
(819) 994-2482

Maureen O'Hara
Minister Silipo's Office
(416) 325-5213

Judy Benson
jobLink Ontario
Ministry of Community
and Social Services
(416) 326-8259

Nancy Bennett
Ontario Regional Headquarters
Human Resources Development Canada
(416) 954-7908

Esther D'Amours
Strategic Initiatives
(613) 952-5767



jobLink-Ontario

objectif Emploi-Ontario

Human Resources
Development CanadaDéveloppement des
ressources humaines Canada

BACKGROUNDER jobLink Ontario

jobLink Ontario is an innovative program to help social assistance recipients get back to work. Working directly with social assistance recipients, jobLink Ontario will provide individuals with the range of tailor-made supports and programs to help them enter today's job market and stay off social assistance.

The Ministry of Community and Social Services (MCSS) initially developed jobLink Ontario. It has been expanded and broadened as a result of a partnership with Human Resources Development Canada (HRDC). It will be implemented by both governments through a cooperative effort. A total of \$50 million will be contributed by both levels of government on a 50-50 basis for the 1994-95 fiscal year. Both governments are discussing additional funding for other initiatives during 1994-95, such as technology related to jobLink Ontario.

jobLink Ontario will help create a new focus on employment for individuals on social assistance. Currently, people entering the municipally-operated General Welfare Assistance system work with staff to identify potential employment or training opportunities. This approach will be expanded to the Family Benefits system which largely serves single parents and people with disabilities.

Starting in 10-12 communities across the province during the fiscal year ending March 31, 1995, with locations to be announced shortly, jobLink will help people on social assistance prepare for and find jobs, and make existing training and job creation programs more accessible and effective. jobLink services include Resource Centres, referrals to education and training programs, employment supports, in-depth employment assessment and planning, monitoring the progress of clients, and pre-employment preparation programs.

Key Program Components of jobLink Ontario:

1. The establishment of jobLink Resource Centres to provide a "visible door" in communities for social assistance recipients to get information on employment, training and supports. They will better coordinate federal, provincial, municipal and community programs and services making them more accessible to people on social assistance

- 2 -

All Resource Centres will provide:

- help in developing a back-to-work plan for people who are job-ready or almost-job-ready;
- information on training and education opportunities and supports such as education or training allowances;
- information on self-employment and community project opportunities;
- self-help tools to help people make good career choices;
- resources to help people search for jobs;
- basic information on support services in the community such as child care; and
- staff assistance in using Resource Centre services.

HRDC will provide \$2.8 million for the development, installation and maintenance of HRDC's Labour Market Information (LMI) and Job Bulletin Board systems in Resource Centres. The federal funds will be applied to the costs associated with the development and installation of these systems, purchase of hardware, staff training and support.

2. The creation of a \$10 million Innovations component, funded equally by the federal and Ontario governments, to support innovative community-based projects that involve social assistance recipients in training and employment experiences that equip them for long-term jobs.

The intent is to help social assistance recipients achieve self-sufficiency through participation in locally-created training and employment opportunities. Funding will cover costs of project development and delivery and also special costs such as transportation for social assistance recipients participating in projects.

Funding is available to community organizations and agencies that develop innovative approaches to sustainable employment for social assistance recipients, and will be limited to projects that focus specifically on social assistance recipients. It will not duplicate funding available through other sources.

The fund will complement the Ontario government's emphasis on community economic development. It will do this by supporting a wide range of projects that focus on the inclusion of social assistance recipients in community-based activities.



JobLink Ontario

objectif Emploi Ontario

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BACKGROUND STRATEGIC INITIATIVES

- In the January 18, 1994 Speech from the Throne, the government announced its intention to renew and revitalize Canada's social security system to create an environment that better rewards effort and offers incentives to work.
- The 1994 federal budget reaffirmed this commitment by providing \$800 million over fiscal years 1995-96 and 1996-97 so that "innovative approaches to training and getting people back to work" could be "tried in co-operation with the provinces and territories." Funding for activities in 1994-95 is from money reallocated within the budget of the Department of Human Resources Development.
- The Department of Human Resources Development was given federal responsibility to work with province and territories to identify these innovative approaches. The Strategic Initiatives Program, through which proposals could be funded, was approved by the federal Cabinet in May 1994.
- As of this date, the federal government has developed, in partnership with the provinces of Newfoundland and Labrador, Prince Edward Island, Nova Scotia, New Brunswick and Ontario, agreements for strategic initiatives that are consistent with the objectives of the Program.
- The Strategic Initiatives Program is a key element of the social reform process. It provides a unique mechanism for governments to take action in the high priority areas of employment, learning and education, income security and services to develop future policy directions. Priority proposals are jointly identified and developed in partnership with provinces and territories.
- Projects supported under the Strategic Initiatives Program will be funded on a 50-50 basis with the province or territory and projects will be in place for two, three or four years.
- Strategic Initiatives funds will primarily support federal-provincial/territorial initiatives. However, the federal government will retain some capacity to conduct other demonstration experiments as well as to support the participation of Aboriginal organizations in the social security reform process.
- Projects supported under the Strategic Initiatives Program will be designed and implemented in a timely manner and will ensure that a variety of key national issues are addressed.

- 2 -

- In support of new policy directions for change, and to test new ways to make our social programs more job-oriented and responsive to client needs, Strategic Initiatives will:
 - test innovative and cost-effective ways of reforming our social security programs;
 - experiment with imaginative ways of addressing areas such as employment, training, income support and services;
 - help people develop the skills they need to find, keep and create jobs;
 - better serve those Canadians unable to support themselves through employment and;
 - provide opportunities for program coherence and integration to reduce the jurisdictional and structural barriers between labour market / training/ education and social services.
- Projects supported under the Strategic Initiatives Program are determined on the basis of merit and key criteria such as:
 - relevance to the above-mentioned policy thrusts;
 - innovative or experimental potentials;
 - balance of project funds by region and program thrust to achieve fair distribution;
 - linkages to broader reform issues;
 - affordability;
 - integration of federal-provincial/territorial efforts and;
 - evaluation potential.
- Projects launched under the Strategic Initiatives Program will support key policy thrusts such as those which:
 - support youth making the school to work transition;
 - enable working age adults at risk of long term dependency to contribute to their maximum potential;
 - address the needs of children and families;
 - ensure individuals who experience barriers to employment such as persons with disabilities, Aboriginal peoples, women, members of visible minority groups and older displaced workers can achieve independence and full participation.

- 30 -

3. The Ontario government will provide more than 4,000 new spaces, specifically for social assistance recipients, to the existing training offered by the Ontario Training and Adjustment Board (OTAB). The focus of the new spaces will be on training that helps social assistance recipients get jobs. Most of these new spaces, which will cost \$10 million, will be created in the initial implementation sites for jobLink Ontario.

The federal government will allocate \$10 million to enhance its training and work experience programs that assist social assistance recipients who are most in need of employment support. These people include women re-entering the labour market, immigrants, persons with disabilities and sole-support parents.

4. A new \$2 million pilot projects fund to assist Aboriginal people to achieve economic independence. These costs will be shared equally by the federal and Ontario governments. The fund will be managed jointly by Aboriginal organizations and the Ministry of Community and Social Services (MCSS). This is consistent with the federal government's commitment to address the particular needs of Aboriginal peoples and to provide Aboriginal groups the opportunity to consult their constituencies. MCSS currently funds about 100 community pilot projects on-reserve.
5. A \$2 million investment, shared equally by the federal and Ontario governments, in jobsOntario Training Community Enterprise which currently spends \$6.8-million. jobsOntario Training Community Enterprise projects help unemployed people create their own small businesses by providing training and assistance during the initial phases of the start-up.

In addition, jobLink Ontario will work with interested groups to identify and eliminate barriers to self-employment activities. This will involve changes to regulations and improved access to information and other supports.

Evaluation

\$1.5 million will be contributed by HRDC for Strategic Initiative monitoring, tracking and evaluation of program expenditures and outcomes. The approaches and methodologies will be jointly developed by the federal and Ontario governments.

BRIEFING NOTE

ISSUE:

Joint Ministerial announcement of Federal - Provincial Cost sharing of jobLink.

The Agreement

On July 20, 1994, Cabinet approved a proposed federal agreement for costsharing of jobLink. The agreement calls for an initial \$25.0 million federal contribution in 1994-95 and continuation of discussions regarding the remainder of Ontario's share of this year's Strategic Initiatives allocation (approximately \$11.0M to \$13.0 M).

The initial \$25.0 M commitment includes:

- ▶ An \$8.5 matching allocation to: jobLink Innovations (\$5.0M); self-employment initiatives (\$1.0M); employment supports (e.g. ETA, \$1.0M); and, local planning (\$0.5M).
- ▶ Jointly managed contribution of \$1.5M to the establishment of Resource Centres in 10 communities across the province.
- ▶ An increase of \$10.0M in new federal training and employment programming for Ontario social assistance recipients.
- ▶ \$5.0 M in Federal program funding toward other aspects of jobLink such as: evaluation which will inform the Social Security Review (\$1.5M); the installation of federal Labour Market Information systems in Resource Centres (\$2.8M); and, communications (\$0.2M)

Discussions regarding Ontario's share of outyear Strategic Initiatives funds (\$800 M) will continue within the context of joint federal-provincial planning and implementation of the abovenoted 1994-95 initiatives.

Next Steps

Following Thursday's announcement, selected communities for initial implementation will be announced by mid to late August 1994. Resource Centre locations will be determined through a local planning process and are scheduled to be opened by January 1995.

Appendix B

Description of Individual Stream 2 Projects

Appendix B

Stream 2/Volet 2

OBS/FBO jobLink/objectifEmploiOntario

May 1995

Central Region

Original Proposal	Current Status
<p>Centennial College Scarborough: To pilot a 2-week OBS class emphasizing employment skills (training needs analysis, thinking skills, individual effectiveness, and basic skills (applied communications and numeracy) through computer-assisted instruction for 25 SARs (includes 4 weeks of unpaid work placement)</p>	<p>The project was originally scheduled to start at the end of October. However, the start was delayed due to recruiting problems. 25 students started on January 9 and 12 are scheduled to complete on June 2. In December, there were as many as 13 different initiatives for SARs in Scarborough. Liaison with the local municipal (GWA) and provincial (FBA) social services offices met with varying degrees of success due to excessive workloads for workers and other reasons.</p> <p>Social Services offices identified the need for programs for clients on either end of the employability spectrum -- straight hard skills for those recently attached to the work force as well as extensive employability skills and literacy training for longer-term SARs. Therefore, curriculum evolved to include more business applications computer skills and real-life Math and communications curriculum than originally planned.</p> <p>At this time, students who haven't found work or other programs are involved in work placements arranged in conjunction with project staff. The project staff recommends that job shadowing and work placements be interspersed throughout the program rather than in a block at the end.</p>

<p>George Brown College (A) <u>Link to Employment</u> <u>Toronto:</u> To provide a 10-week project for 154 SARs -- six weeks of intensive vocational assessment, career planning, and job search skills, plus four weeks of unpaid work placement</p>	<p>Students were to be recruited from the regular OBS program. The original plan was to offer <i>Link to Employment</i> to SARs in the final 10 weeks of their OBS program. Although some students said they would be interested if their OBS program were extended, they were not prepared to use up 10 weeks of their upgrading to take the course. Therefore, staff had to recruit students from outside the college.</p> <p>Nine students started in the first course at an off-campus location on January 9, rather than late October as originally planned. New classes start every six weeks, once the in-class portion of the program is completed.</p> <p>Enrolment is increasing as the community becomes aware of the project. A local Community Services hostel refers some of its clients. Needless to say, these individuals require extensive employability skills training. In fact, the staff has found that a significant number of all their students are less jobready than anticipated and so need an in-class program longer than six weeks. Where reasonable, the project extends the program for those who need a longer period.</p> <p>A placement student from the George Brown Career and Work Planning Course assists staff and faculty on the course.</p>
<p>George Brown College (B) <u>jobLink Coordination and Evaluation</u> <u>Toronto:</u> To coordinate and evaluate OBS/FBO jobLink/OEO program across the colleges</p>	<p>Since most of the stream 2/volet 2 projects started later than originally planned, the dates for interim and final reports have been changed. The project will now produce two, rather than one interim report and the final report will be completed by March 31, 1996.</p> <p>The OBS and FBO jobLink/OEO project coordinators have visited all colleges at least once to meet with OBS/FBO managers, faculty, and staff involved with jobLink/OEO projects that are in progress. A more detailed description of activities is outlined in Section VI of this interim report.</p>
<p>Georgian (A): SAR Retention <u>Barrie:</u> To analyze the causes of the attrition of SARs in the OBS program; create an intake assessment tool; develop a tracking system; and implement a long-term follow-up system</p>	<p>The project originally planned a phone survey of SARs who had completed the OBS program in the previous six months. However, since the sampling was too small, the college extended the survey to those who had participated in OBS over the last two years. Of the 36 SAR students identified, the researcher was able to contact 28 students for follow-up.</p> <p>Data on the students' marital status, educational level, work history, and reasons for leaving the program were collected.</p> <p>A draft report was completed in March and the final report is expected in June 1995.</p>

<p>Georgian (B): <i>Strategies for Success</i> <u>Barrie:</u> To incorporate 3 series of 12 full-day employability skills workshops in the OBS program for 15 SARs</p>	<p>The workshop series were originally planned for January, April, and October. However, due to problems in scheduling the workshops into already established timetables and the difficulty in arranging for suitable faculty, project implementation was delayed.</p> <p>The three workshop series will now take place from July 4 to September 22; from September 25 to December 14; and finally, from January 2 to March 22, 1996.</p>
<p>Georgian (C): <i>New Directions Collingwood:</i> To provide 10 weeks of pre-OBS literacy skills, personal growth & development, and job search skills to 6 SARs above the level of programs offered by local literacy groups</p>	<p>Five out of a 10 potential students started the project on February 1. However, it soon became apparent that the students did not require a New Directions program.</p> <p>Therefore, the college changed the plan and placed the students into a modified OBS program.</p> <p>In addition to mathematics, communications, and computer literacy instruction, the four remaining students received a 'Managing Change' component. This component gave students some life skills and the additional support needed to ease into and succeed in the OBS program.</p> <p>The project is now serving three students.</p>
<p>Georgian (D): <i>Designing Tomorrow</i> <u>Midland:</u> To provide 16 weeks of literacy upgrading and employment preparation for 12 SARs who are functioning at less than a Grade 8 level</p>	<p>In addition to literacy instruction geared toward real-life needs, students received computer literacy, as well as personal growth and development, and job search skills. The college entered into a partnership with the Midland Area Reading Council (MARC) to provide one-to-one-tutoring to those students who needed it.</p> <p>After recruiting over the Christmas period, 12 students started the project on January 9 and seven finished on April 28. The students who dropped out had to deal with many personal issues and were not ready for full-time training. Since an effective link exists with the local social services office, the college had no significant problems recruiting students. Staff noted, however, that a later start date would have made the promotion and referral process easier.</p> <p>As students dropped out during the first four weeks, new students were brought into the course. Intake was cut off after the fourth week as participants already enrolled had begun to work cohesively and group dynamics would have been disrupted by new students.</p>

<p>Georgian (E) New Directions <u>Orellia</u>: To provide 10 weeks of pre-OBS literacy skills, personal growth and development, and job search skills to 4 SARs above the level of the programs offered by local literacy groups</p>	<p>Since that time the project was approved, community needs have changed. The college states that the local Employment Support Services Department has identified a need to prepare people for a casino which is scheduled to open in the near future.</p> <p>Therefore, on October 2, the college plans to start a 10-week course which includes mathematics, communications, and employability skills (e.g. customer service) geared for the casino and construction industries. A new project description is to be submitted shortly.</p>
<p>Georgian (F) New Directions <u>Owen Sound</u>: To provide 10 weeks of pre-OBS literacy skills, personal growth and development, and employability skills to 15 SARs to bridge them into basic or intermediate OBS classes</p>	<p>The college has strong links with the local social services office and so had little difficulty recruiting students. It has now entered into an articulation agreement with the Grey Social and Family Services.</p> <p>The 10-week course took place off-campus in partnership with the local board of education. 21 students started on January 3 and finished on March 10. Life skills and career exploration components were mandatory for all students while the computer literacy and upgrading modules were optional. It may be of interest to note that all students chose to take the computer literacy module and five students chose to work on Independent Learning Centre (ILC) materials in order to receive high school credits.</p>
<p>Georgian (G) <u>Challenges for Change</u> <u>Parry Sound</u>: To provide 29 weeks of personal effectiveness management, individual counselling, upgrading, computer literacy, and unpaid work experience to 10 SARs</p>	<p>OBS jobLink provided the funds for a fourth intake of the Challenges for Change program. The college will serve 10 SARs and the other community agencies who funded the previous three courses will sponsor five students in the program. The course started on May 1 and is scheduled to end on November 17.</p> <p>All staff work part-time. Two classroom facilitators are social workers and the third staff who is thoroughly familiar with placement opportunities in businesses in the community will work with students to arrange up to three months of unpaid work experience.</p>

<p>Georgian (H) <i>New Directions Walkerton:</i> To provide 10 weeks of pre-OBS literacy skills, personal growth & development, and employability skills to prepare 15 SARs for the OBS program</p>	<p>Since the priority for this small rural community has been the development of a jobLink Resource Centre which is scheduled to open in June, college plans for a stream 2 project have been postponed until the fall.</p> <p>The needs of this community have changed since the approval of the original proposal. Rather than a 10-week New Directions project, the college will incorporate a personal growth and development component into the regular OBS program for SARs. The modified program is scheduled to run from September 12 to December 22.</p>
<p>Georgian (I) <i>Repas-Sante Penetanguishine</i></p>	<p>As there were insufficient numbers of volet 1 (stream 1) students, OEO (jobLink) funds were transferred over the a volet 2 project. The college hired a consultant to investigate the feasibility of setting up a small catering business staffed by SARs who would prepare and sell nutritious lunches to schools in Penetanguishine. The feasibility study has been completed.</p>
<p>Georgian (J) West Parry Sound: To add an unpaid work experience, computer literacy, career exploration and personal counselling, and job search skills the regular OBS program for 15 SARs</p>	<p>This project started on April 21 with five students and four students are expected to finish on June 16.</p> <p>The project adds a fifth day of computer literacy, career exploration, and job search skills to the regular 4-day per week OBS program.</p> <p>At this time the faculty member is working with students individually and uses her knowledge of the businesses in the community to assist the remaining four students to develop their own unpaid work experience opportunities.</p>

<p>Humber ReachAbilities <u>Etobicoke</u>: To provide a pre-OBS program to prepare SARs with disabilities to move into integrated OBS, post-secondary, or skills training courses and to purchase the computer equipment needed to support them as they study</p>	<p>The first phase of the jobLink project was to: research, purchase, and install special adaptive hardware and software in a computer lab. The lab was set up in the spring.</p> <p>Project staff started recruiting students as soon as equipment was purchased. Recruitment strategies included print and cable television advertising and information sessions with community agencies. The project is still recruiting and plans to hold an open house on June 7.</p> <p>Students from all over the Greater Toronto area started in the course (Phase 2) on April 17. Eight students with a variety of physical disabilities including arthritis, visual impairments, spina bifida, epilepsy, and paraplegia attend the project regularly. The majority of students are functioning at level 2 or 3.</p> <p>One full-time faculty coordinates the project and teaches communications and career planning; a part-time faculty teaches mathematics six hours per week; while a Co-op student from the computer science program at the University of Waterloo and full-time computer technician work with the students in the computer lab.</p>
<p>Seneca (A) <i>Power Orientation for Women</i> <u>North York</u>: To provide a two-week pre-OBS orientation course to enhance the life and employability skills of 45 female SARs in North York and York Region. The course will greatly increase their self-confidence and chances of success in the OBS program.</p>	<p>10 of 15 potential students who said they would like to participate in the first course actually started on April 24 and nine women finished on May 5. Although five seats had been set aside for referrals directly from local welfare workers, there were no referrals from those offices. All the women came from the existing OBS waiting list or found out about the project by word of mouth.</p> <p>Faculty report that the mix of students from both urban (North York) and rural (York Region) settings resulted in very interesting group dynamics for the life skills lessons. They stated that the women developed a greater appreciation for the special problems each group faces. All the women plan to enrol in either OBS or other skills training programs. Some of the women will not be able to start OBS until the fall because the Newmarket campus does not offer OBS during the summer.</p> <p>Two more courses will be offered from August 21 to September 1 and from October 16 to 27.</p>

<p>Seneca (B) <i>OBS Work Experience</i> <u>North York:</u> To provide training and opportunities for 100 students from all four OBS levels to job shadow and participate in unpaid work experience as they complete the academic portion of their training.</p>	<p>The project began in January and was originally designed to provide a series of six career and job search workshops, individual vocational counselling, and an unpaid work experience or educational placement for OBS students as they complete an OBS level. Over a two-week period, faculty planned to hold one workshop on one day, followed by counselling sessions with individual students the next day. This schedule was to be repeated until all six workshops were given.</p> <p>Project staff found that since there were not enough students at any given time to warrant holding workshops, she met individually with students, rather than in a group. She anticipates that as numbers increase, individual sessions will not be possible and so OBS timetables may have to be adjusted so that students are able to participate in group sessions. To date 40 SARs have been individually served in the OBS Work Experience program and one-quarter of these students are on unpaid work experience placements.</p>
<p>Seneca (C) <i>English Skills Development</i> <u>North York:</u> To provide 18 weeks of academic upgrading, special language instruction, computer literacy, career planning, and unpaid work experience to 18 SARs of Caribbean and African origin</p>	<p>The project started on March 13 with 16 of 18 students who said they wished to participate. It is scheduled to end on July 14.</p> <p>Students have numerous personal issues to deal with such as arranging suitable and reliable childcare as well as personal health problems. As a result they tend to miss a fair bit of school.</p> <p>The class is very multi-level as students have a tremendous variety of ESL and Second Dialect needs, educational experience, learning styles, and academic and employment goals. Some of the women require very basic personal management skills such as those offered in another Seneca stream 2 project, Power Orientation for Women.</p> <p>Since most of the students plan to seek full-time employment rather than further education or training, the instructor is now spending considerable time on job search skills and is also trying to arrange two weeks of unpaid work experience for them.</p>

<p>Seneca (D) Computer-Aided Enhanced Mathematics Instruction</p> <p><u>North York</u> To add computer-aided instruction (CAI) in mathematics to the traditional OBS math component; to compare the effectiveness of CAI in decreasing the length of time needed for students to complete one mathematics level and in increasing the net score achieved by students</p> <p>This project will serve 20 SARs.</p>	<p>The project started in January and is scheduled to end in November. As part of the regular mathematics timetable, 20 level 2 students have been selected to receive two hours of traditional mathematics instruction and three hours of computer-assisted instruction using the PLATO integrated learning system. These same students will continue with the same timetable as they work through their level 3 math. Their results will be compared with that of a control group of students who receive five hours of traditional OBS mathematics instruction.</p> <p>Regular OBS mathematics faculty works with the students both in the lab and classroom and a Faculty of Education student was hired to work part-time on the project.</p> <p>In March ten students completed a questionnaire which sought feedback on how they felt about the computer-assisted instruction. Topics explored included: the benefits of and problems encountered with the software package; their learning style preferences (classroom, textbook, or computerized instruction); their perceptions of the usefulness of the PLATO system in learning mathematics; and the changes they wished to see in the computer lab itself. On the whole, students seemed to be satisfied with the experience with PLATO.</p>
<p>Seneca (E) College Prep Newmarket: To provide a 3-week preparatory course to 15 OBS graduates accepted for a post-secondary program</p>	<p>This project is scheduled from July 3 to 21.</p>

<p>Sheridan (A) Enhanced OBS Program for ESL Learners <u>Mississauga:</u> To provide enhanced OBS to 20 SARs who need post-ESL level literacy -- The course includes skills includes a 34-week OBS program, employability skills, computer literacy training and 8 weeks of unpaid work experience</p>	<p>The 24 students who started the project on January 9 were all referred by Peel Social Services. Two of the three students who left the program dropped out for personal reasons and the third found employment. Most of the 21 students who remain in the program have post-secondary education outside of Canada.</p> <p>The 34-week ESL program focuses on English grammar and vocabulary. The project has been adjusted so that students with sufficient computer skills and appropriate background receive instruction in AccPac and Lotus (accounting and spreadsheet) software packages.</p> <p>Staff have been working with students to set their individual employment goals and they anticipate that all students will have found an unpaid work experience opportunity by September. They are confident that all students will be employed by the end of their placements. However, those who are still unemployed will be referred to the college Job Finding Club.</p>
<p>Sheridan (B) Regional Assessment Research Project Oakville: To identify the assessment approaches and tools used by agencies in Peel and Halton; to develop a common approach to vocational and academic assessment</p>	<p>The project started in January with a meeting of an external reference committee which oversees the entire project. Project staff held six meetings with community focus groups to determine the assessment instruments and practices currently in use. A team of three interviewers and two support staff collected data from 82 educators and trainers in the Peel, Halton, and Dufferin regions. 250 students were also surveyed for feedback on their experiences with the various assessment procedures they encountered.</p> <p>A draft report will be ready shortly. The data collected by the project will be integrated into the jobLink database for the region.</p>

Eastern Region

Original Proposal	Current Status
<p>Algonquin (A) <u>Ottawa:</u> To develop and deliver an effective employment counselling service to those OBS students who choose not to go on to post-secondary training</p>	<p>Staff from the Laid Off Workers Centre reviewed literature and designed a one-week series of workshops which included employment-related communications skills, resume writing, and other job search techniques.</p> <p>The project originally planned to work with all level 2 students. The target was expanded to include any OBS students who wished to seek employment rather than continue in further training. Students were screened for suitability for the project by faculty liaison.</p> <p>The first intake of three students took place in January and one course per month is planned until June. With students' permission, project staff give feedback on the students' individual goals to appropriate faculty.</p> <p>Staff found that many students needed more than one week to prepare them for employment. A final project report will be ready in August.</p>
<p>Algonquin (B) <u>Ottawa:</u> To update and improve the academic advising resources and systems in the department</p>	<p>The two faculty involved in this project reviewed literature; gathered appropriate resources; administered a survey to determine 'why some Career and College Preparation students do not succeed in the program'; and interviewed faculty and administrators in college post-secondary programs to gather information on the qualities and skills needed for students to succeed in the various programs.</p> <p>In February, a professional development day was held to provide a progress report and solicit feedback from over 25 faculty and administrators.</p> <p>Academic advisors in the division received copies of <i>The Adult Learner's Guide to College Success</i>. Project faculty plan to distribute <i>The Student Success Resource Book</i> to their colleagues in the Career and College Preparation division in June.</p>

<p>Algonquin (C) <u>Ottawa:</u> To increase the use and integration of computers in the OBS programs</p>	<p>Faculty did a literature review and two of the four project faculty visited colleagues in other colleges to learn about communications and mathematics software suitable for OBS students. The project team hosted professional development sessions to demonstrate software to the divisional faculty and consulted regularly with their colleagues as their work progressed.</p> <p>A project report was completed in the spring. It includes recommendations for setting up a computer-managed learning centre, as well as an annotated description of the communications and mathematics software already available in the division. The team purchased additional software and descriptions of these resources are also included in the report.</p>
<p>Algonquin (D) <u>Ottawa:</u> To investigate independent learning as a potential delivery mode for OBS programming</p>	<p>Two college faculty have completed a very thorough draft report entitled, 'An Inquiry into Flexible Delivery for Career and College Preparation'. In the investigative stage of their project they reviewed recent literature, visited sites; met with experts in the field; and consulted with all stakeholders within the college.</p> <p>The report includes recommendations for a 'flexible' scheduling model, rather than the delivery of independent learning or distance education programs. The report emphasizes the need for a well-documented pilot project which will proceed very cautiously and gradually and that the implementation process be thoroughly evaluated based on adult education principles (bearing in mind student needs and abilities), as well as economic viability.</p>

Durham***New Opportunities for Work***
Oshawa and Uxbridge:

To develop appropriate basic skills instruction for 75 social assistance recipients who are borderline developmentally challenged

The project originally planned to serve developmentally challenged, but evolved to serve those with learning disabilities and other disadvantages (psychiatric history, substance abuse, etc.). In Oshawa, until agencies clearly understood the nature of clients to be served by the project there were some difficulties with suitable referrals.

Projects started on January 4 with 15 students in Oshawa and 12 students in Uxbridge. Project staff at both locations found that students required more counselling and support than originally expected.

The project offers 16 weeks of in-class pre-employment training (career planning, computer literacy, job search and life skills). Job shadowing during the in-classroom portion of the course is a very important step in preparing students for the unpaid work experience component which follows. Project staff are finding that students require more than 16 weeks of classroom instruction and longer periods of job shadowing (from one to two or three days per week) to prepare them for the unpaid work experience component.

In Oshawa ten students completed the 16-week pre-employment component and staff expect that the majority of students will be starting paid employment with employers once they complete the unpaid work experience. The prospects for continuing employment for the students in Uxbridge are not as positive as there are fewer employment opportunities available in the community.

La Cite collegiale***Ottawa and Cornwall***

This project is designed to give students the life skills and employability skills needed to be gainfully employed. The project also includes an unpaid work experience component.

The project started last fall with students who for the most part proved to be not jobready. The second group of students was more appropriate for the project and this intake will end in June. A third intake will take place in the summer.

Loyalist

ESL Literacy and Employment Skills (ESEL)

Belleville: To help 15 SARs who speak English as a Second Language obtain the communication and employment skills necessary for the workforce

This full-time 26-week project started in January with 12 students who had completed ESL courses and had an average of five to eight years of formal education outside of Canada.

There have been very few changes to the course as outlined in the original proposal. The course is divided into three phases: intensive language and numeracy development and 'course shadowing' in various college programs (12 weeks); language development related to job search and occupational goals, as well as hands-on activities such as woodworking, electrical skills (7 weeks); and unpaid work experience (7 weeks).

Six students have been placed by the project and are expected to finish their unpaid work experience placements at the end of June.

Project faculty report that the local social services office is very supportive of its clients. She cites the example of the agency providing steel-toed work boots to a student who needed the special safety equipment for his work experience placement.

There appears to be a demand for additional ELES courses as ESL clients in the community hear about the project.

St. Lawrence

Cornwall and Kingston: To support five SARs in Cornwall and five in Kingston to research and develop their own small business plans and then apply to the *jobLink Ontario Innovations Fund* for assistance in starting up the businesses

The college has long-standing partnerships with the Frontenac County Board of Education in Kingston and T.R. Leger School in Cornwall. Both the college OBS program and school boards identified a total of 10 students in Kingston and six in Cornwall for their respective courses.

During the eight-week project students spent half the day in the classroom and the remainder of the day doing the research needed to complete their assignments. Once a week the two classes were linked by V-Tel conferencing to review some marketing case studies.

The students in Kingston received 1.5 high school credits in marketing and entrepreneurship and submitted five small business plans (e.g. laundromat and maintenance services) for *jobLink Ontario Innovations Fund*. The Cornwall students completed one credit in marketing and submitted three proposals for businesses such as a 10-pin bowling alley.

<p>Sir Sandford Fleming (A) <i>Haliburton Job Readiness Appraisal Project</i> <u>Haliburton:</u> To develop a common assessment tool or approach for all consumers and providers in Haliburton County</p>	<p>This project evolved out of community needs identified by the Haliburton Social Action Committee as it prepared a proposal for a jobLink Resource Centre. The project's primary goal is to produce an assessment tool which various agencies can use.</p> <p>The project staff works out of the Employment Resource Centre in the centre of Haliburton. Since it started last November, the project worker has interviewed and assessed approximately 60 SARs. These clients were higher functioning and had more marketable skills than originally anticipated. Therefore, the worker found that relatively simple vocational assessment tools were required.</p> <p>Most community agencies, except the County Social Services Department, have referred persons for assessment. Where appropriate, clients have been referred to jobsOntario or other training opportunities.</p> <p>The project will complete its report early in the fall.</p>
<p>Sir Sandford Fleming (B) <i>Peer Support and College Ready Lindsay:</i> To provide a peer tutoring program to introduce SARs to appropriate education and training opportunities in rural areas</p>	<p>The Peer Support project started in January. Student faculty advisors train suitable experienced students to support SARs and facilitate their entry into the college as they first start the OBS program. Peer support students meet weekly with faculty advisors to report on progress, identify their training needs, and suggest improvements to the process. To date nine students have been trained and six peer support/new student matches arranged. Continuous intake poses challenges in arranging complementary timetables for the pairs of students and ensuring that there enough peers for the new students.</p> <p>Two 'College Ready' (Success Strategies) programs have been completed and the third is underway. The course is 20 hours in length (two hours per week for ten weeks) and includes elements such as managing time effectively, setting educational goals, and taking notes and tests, as well as writing essays.</p>

<p>Sir Sandford Fleming (C) <u>Peterborough:</u> To provide basic literacy and numeracy training for 12 adults who are deaf and developmentally challenged -- bridging from American Sign Language (ASL) to English</p>	<p>The project start date was delayed until appropriate faculty was hired. On December 5 five students started the course and enrolment gradually increased to as many as nine students. The project runs three hours per day from Monday to Friday and includes ASL/English vocabulary, reading and writing in English, and Deaf history. In addition, students receive a 20-hour 'Workplace Preparation' class which helps them to overcome many of their fears about 'going out there'.</p> <p>Toward the end of the course students will meet individually with a faculty member to set their ongoing goals for training or employment.</p> <p>At this time eight students attend regularly and will be completing the course at the end of June. At the end of the course staff from the Canadian Hearing Society meet with the college faculty to discuss final plans for the students.</p>
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Northern Region

Original Proposal	Current Status
<p>Cambrian (A) <i>Employment Connections</i> <u>Sudbury:</u> To deliver an employment skills preparation pilot project which includes an unpaid work experience component for 35 SARs who have chosen to seek employment rather than pursue further post-secondary education</p>	<p>As with many other colleges, recruitment of students has been a challenge. Of the 20 students who initially attended an information session about the course, 15 said they would like to participate and 13 students actually started on February 6. Students began as late as six weeks into the course and ten students are still attending regularly. In order to meet targets, the college plans to have a total of three rather than two intakes.</p> <p>The course is divided into three phases: intensive counselling, individual goal-setting, and classroom communications and mathematics instruction (29 weeks); job search techniques and unpaid work experience (14 weeks); and employment follow-up and support (2 weeks).</p> <p>The students are functioning at about level 2 and the program is being changed to meet their needs (e.g. student progress is slower than originally anticipated). Also, as faculty learn about new curriculum ideas (i.e. from the March 2nd professional development workshop), they incorporate appropriate elements in the course. When occupational goals are determined, faculty will arrange opportunities for job and course shadowing and unpaid work experience.</p>

<p>Cambrian (B) <u>Sudbury:</u> FBO/OEO project</p>	<p>This project is very similar to that at La Cite collegiale. It offers instruction in the employability skills needed for gainful employment. It also includes an unpaid work experience component.</p> <p>The project started in January with very few students and had the same recruitment problems experienced by the other Cambrian project (Employment Connections).</p>
<p>Canadore newStart <u>North Bay:</u> To provide an enhanced and integrated OBS project which includes career clarification, technologically mediated assessment and instruction, and unpaid work experience for 35 SARs</p>	<p>Career Connections is the career counselling centre which provides vocational guidance services within Canadore College. Its staff facilitate the stream 2 project which provides a four-week workshop that includes labour market information and various career planning and goal-setting exercises, as well as training in job search skills. Where appropriate, students may also work through a computerized career assessment inventory, as well as aptitude and academic assessments. Project staff assist participants to set individual goals and an academic advisor provides further individual follow-up.</p> <p>The first 4-week workshop started on January 2 with 11 students. The project has served over 40 jobLink students. A number of the students interrupted their OBS or other similar upgrading program to participate in the workshop and then returned to their original or other more suitable preparatory program with more clearly-defined goals.</p>
<p>Confederation <u>jobLink Employability Skills Project</u> <u>Thunder Bay:</u> To develop modularized, independent learning materials for the Ontario Community Colleges Employability Skills Program for use in Northwestern Ontario -- The college will pilot one module.</p>	<p>The project started to research appropriate employability skills materials last November. Faculty sought suitable materials from other colleges across the province. Only one college responded to the request for curriculum ideas.</p> <p>Modularized curriculum for six employability skills will be ready for external review and field testing according to the following schedule:</p> <ol style="list-style-type: none"> (1) June: training needs analysis and critical thinking skills (2) August: career management and the fundamentals of technology (3) September: field testing of one module with an OBS class (4) November: individual and organizational effectiveness <p>The project is on target and the final document will be ready for distribution by January 1996.</p>

<p>Northern College Orientation Timmins, Kirkland Lake, and Haileybury: To enhance the current OBS program by piloting a special course -- The <i>College Orientation</i> course to prepare 175 OBS SARs for post-secondary programs</p>	<p>The project plans to provide the <i>College Orientation</i> course to five classes of 25 students in Timmins (South Porcupine) and one group each in Kirkland Lake and Haileybury. A total of three courses have been offered thus far. South Porcupine and Haileybury started their courses on January 9 and Kirkland Lake on January 30. The Kirkland Lake campus offered a more concentrated course and finished in mid-May, before the others.</p> <p>The course content is similar to other 'Success Strategies' courses. Students work through issues such as time management, test anxiety, note-taking, financial planning, etc.</p> <p>Students identified the need for program materials to be more current and relevant to adults rather than adolescents. Where the course was offered once a week, they felt that a shorter, more concentrated course would have been more beneficial. Other students suggested that more time be spent on personal development areas.</p>
<p>Sault (A) <i>Project 20/20</i> <u>Elliot Lake & The North Shore:</u> To pilot two courses in employment readiness and preparation for further training for 30 SARs</p>	<p>25 prospective students attended an initial information session about the project on February 2 and 15 learners started on the first day of classes on February 8. At this time seven students attend and are scheduled to finish on June 23. Reasons for drop-outs include finding employment, returning to school, and other personal reasons.</p> <p>Students attend the college 20 hours per week for 20 weeks and participate in a 5-phase course. The phases, each four weeks in length are:</p> <ol style="list-style-type: none"> (1) Orientation and assessment: employment skills, functional level and vocational assessments (2) Personal development skills and individual goal-setting (3) Career planning: labour market trends, job search and interviewing skills (4) Unpaid work experience and job shadowing (5) Development of linkages to achieve employment goals (referral to jobsOntario, etc.) <p>Community agencies such as jobsOntario and the Algoma District Social Services are involved in the project by being guest speakers and participating along with students on a program advisory committee.</p> <p>A second intake of students will start in September.</p>

<p>Sault (B) <u>Sault Ste. Marie:</u> To pilot integrated job readiness components into existing OBS programs; and to add a summer program for 25 SARs</p>	<p>The college has implemented only part of its stream 2 project.</p> <ol style="list-style-type: none"> (1) The computer literacy module has been offered to currently enrolled OBS students. This component will continue on a limited basis off the main campus at the Futures Centre in the fall. (2) The summer program will run from June 5 to July 28. (3) Futures staff have already met with OBS faculty to outline their plans for the unpaid work experience component and describe the selection criteria for potential participants. (4) In September workshops on career planning, and personal development skills will be offered to selected OBS students on Fridays at the Futures Centre.
<p>Sault (C) <u>Wawa:</u> To bridge OBS students with employment and vocational counselling and employment services in Wawa, Chapleau and outlying areas (in particular, Hornepayne)</p>	<p>The Chapleau portion of this project provided for the services of one college staff to work with the community as it developed its plan for a jobLink Resource Centre. The plan was approved and the centre opened early in April.</p> <p>In addition to the resource centre, college faculty were involved in organizing other initiatives for SARs. For example, the Waterfront Development Skills Training Program received funding from HRD/C to train SARs in entry level carpentry, landscaping, and promotion. An application for second phase funding for this project has been submitted to the jobLink Innovations fund.</p> <p>In Wawa OBS jobLink funds were provided to extend itinerant services to the outlying communities of White River and Hornepayne. The Regional Employment Help Centre (REHC) visited Dubreuilville rather than Hornepayne and White River four times since November 1994. The outreach initiatives have resulted in the residents of both outlying communities being less reluctant to use the toll-free phone line to access the services of the REHC. It should be noted that the REHC has been identified as the jobLink Resource Centre site for north Algoma.</p> <p>Stream 2 funds were also used to assist 50 to 60 SARs in updating their resumes and prepare covering letters for their job search.</p>

Western Region

Original Proposal	Current Status
<p>Conestoga (A) <i>Focus for Women in Transition</i> <u>Waterloo:</u> To provide 14 weeks of employment and training readiness plus four weeks of unpaid work placement for 15 female SARs who are from 40 to 60 years of age</p>	<p>The college has a long-standing reputation for providing programs which meet the needs of this community. Therefore, faculty encountered no significant problem in recruiting suitable SARs for any of the OBS jobLink initiatives.</p> <p>As the result of favourable publicity in the local media, demand for this program and another similar program (Focus on Change) has increased. Additional Stream 1 funds were allocated in the 1994-95 fiscal year to meet the increased demand for both these programs.</p> <p>The first Focus for Mature Women in Transition course started on February 27. The women in the project are functioning at about level 1, have been on social assistance for a number of years, and have made the decision to seek paid employment. Communications and numeracy skills, career development, and job search skills are an integral part of the program as the women make the transition to employment. A key to the success of this first course was the referral of appropriate students to the project.</p>
<p>Conestoga (B) <i>Labour Market Language Training/Employment Preparation</i> <u>Waterloo:</u> To provide 16 weeks of ESL and employability skills, and four weeks of unpaid work experience for 16 SARs</p>	<p>The college consulted with the community to determine project goals and content.</p> <p>This project began on March 6 with 10 participants and is scheduled to end in July.. An additional six students joined the class in progress. At this time 14 students are attending regularly. Two students have dropped out or had to be withdrawn from the program.</p>

<p>Conestoga (C) <i>Development and Evaluation</i> Waterloo: To provide community networking; client advocacy, outreach and follow-up, program enhancement and evaluation, and coordination for all OBS jobLink activity in Waterloo, Wellington, and Perth-Huron</p>	<p>Perth-Huron: Conestoga faculty are actively involved in reaching out and determining needs of the literacy community. Wellington County: Initial meetings with the Wellington County Social Services offices have been arranged. Faculty have met with the social services team to exchange information on their programs. It would appear that there may be a need for Focus on Change, Focus for Women in Transition, and Workers with Experience programs. <u>Kitchener-Waterloo:</u> College faculty participate on local jobLink Resource Centre committees as required. They also deliver 'Content and Process' workshops which describe college programs to community agencies. The project continues its work in developing evaluation and assessment tools.</p>
<p>Conestoga (D) <i>Special Needs</i> Waterloo: To provide for 15 more special needs assessments for SARs in stream 1; and provide special equipment</p>	<p>College Preparatory Studies faculty continue to refer stream 1 students to the Special Needs Department for psycho-educational assessments. Faculty in the special needs department have purchased additional adaptive equipment to enhance their services to students at both the Waterloo and Stratford campuses.</p>
<p>Fanshawe (A) <i>The Community Resource Centre</i> London: To provide resources for literacy programs serving SARs in London-Middlesex</p>	<p>Some equipment purchases have been made and a committee of community agencies continues to meet monthly to explore further resource centre needs. It is anticipated that more meetings will be required in the final stages of the planning process for the implementation of the resource centre.</p>
<p>Fanshawe (B) <i>London/Middlesex Partnerships and Services Conference</i> London: To evaluate and plan integrated delivery of literacy programs and services to SARs</p>	<p>The college heads a community committee which is planning a 'Lifelong Learning is Lifelong Planning' conference for November 3 (International Literacy Day in London).</p>

<p>Fanshawe (C) <i>Mennonite Outreach</i> St. Thomas: To reach out and assess the training needs of the Mexican Mennonite Community in St. Thomas and refer them to appropriate training opportunities</p>	<p>Stream 2 funds were transferred to this project from another in the spring. College staff have been actively reaching out to the Mexican Mennonite community in St. Thomas in order to inform them of educational programs in the community.</p> <p>Project staff have identified a number of barriers to SARs undertaking the OBS program. They report that the County Social Services office appears not to be very supportive to its recipients taking training at a time when there is a great deal of seasonal employment available. The faculty found that a number of SARs have many dependents and this is seen to preclude their eligibility for Special Support Allowances. The lack of sufficient support for childcare serves as a major deterrent to their participating in training.</p> <p>Project staff are also identifying administrative issues regarding outreach activities. These issues will require further clarification.</p>
<p>Lambton <i>Employability Skills Project</i> Sarnia: To increase the focus on employability skills at the basic OBS level by adding assessment and job shadowing and by using the Ontario Community College Employability Skills Program</p>	<p>An employability skills component has been added to the regular OBS program for learners for all levels. Two versions of the curriculum (one suitable for levels 1 and 2 students; and the other for levels 3 and 4) have been developed.</p> <p>The entire course is offered in two 2-hour segments per week and is modularized in such a way that students are able to participate on a continuous intake basis. The teacher tailors the program to the needs of each individual student and so new materials are continually being searched out and adapted for students.</p> <p>The basic curriculum includes goal setting, interest testing and self-assessment exercises, and personal management to be followed by training in job search techniques and job maintenance skills. Job shadows are arranged where appropriate to making career decisions.</p> <p>The fall intake may also include the opportunity for students to look in on post-secondary programs.</p>

<p>Mohawk (A) <i>Assessment Project</i> <u>Hamilton</u>: To develop a comprehensive assessment process and provide training and vocational plans for 120 SARs</p>	<p>The college is working in partnership with Adult Basic Education Association (ABEA) of Hamilton-Wentworth to hold an assessment workshop to (1) facilitate communication between the college and ABEA staff, (2) provide individualized academic assessments for level 1 and 2 OBS students, and (3) explore the feasibility of developing employability skills assessment tools for these students. The latter two initiatives will support and complement the Recognition of Adult Learning Project.</p>
<p>Mohawk (B) <i>Student Follow-up and Tracking Services</i> <u>Hamilton</u>: To follow-up and track 60 OBS/FBO learners; to evaluate the OBS/FBO program</p>	<p>The college has begun tracking OBS jobLink students in both Hamilton and Brantford and providing them with the information they need to determine their future plans as they exit the OBS program.</p>
<p>Mohawk (C) <i>Post-Deaf Empowerment Project</i> <u>Hamilton</u>: To offer a special OBS program to prepare 12 deaf learners for entry into post-secondary or skills training</p>	<p>This project provides an additional six months of training to prepare students who have completed the college Deaf Empowerment Program for post-secondary education. After consultation with the deaf community, the start date was postponed until September. The course is scheduled to end in February 1996.</p>
<p>Mohawk (D) <i>Staff and Curriculum Development</i> <u>Hamilton</u>: To develop faculty expertise in employability skills</p>	<p>A faculty member has been identified to coordinate the integration of employability skills and Core Quality Standards within the OBS program. Workshops and curriculum committees will be organized so that faculty can be involved in the process.</p>
<p>Mohawk (E) <i>Prior Learning Assessment Integration</i> <u>Brantford and Hamilton</u>: To provide Prior Learning Assessment (PLA) to 80 SARs</p>	<p>The college plans to incorporate Prior Learning Assessment (PLA) Portfolio Development into its regular OBS/FBO program. OBS/FBO students as well as community literacy learners may choose to attend the one-day workshop as part of their regular studies. The sessions will start immediately.</p>

Niagara***Applied Literacy Initiative***

St. Catharines: To provide employability skills training and unpaid work experience for 20 social assistance recipients destined directly for the workforce rather than post-secondary education

This project started in January with 12 students, nine of whom had previously participated in OBS stream 1. Faculty found that the nine stream 1 students tended to be more successful in stream 2 as they had already established fairly clear goals.

The course includes employability skills which focus on interpersonal communications, career management, problem solving and job retention skills, as well as computer literacy. The faculty team works closely with students to develop group cohesiveness and teamwork skills which can be transferred into the workplace.

Students meet individually with counsellors once every two weeks to deal with personal issues before they turn into serious problems which might lead to their dropping out of the program.

Nine of 11 remaining students are currently in a 7 to 8-week supervised unpaid work experience. Where appropriate, students are able to change their initial placement. The other two students enrolled in literacy and skills training.

Appendix C

Stream 1 Follow-up Survey Instrument

Follow-up Survey For All jobLink Ontario Trainees
[Final Version: April 21, 1995]

Good evening/afternoon, my name is (interviewer's name) from Forum Canada Research. We're conducting a brief survey with students who attended (college name) OBS/FBO program earlier this year. Could I speak with (student's name)? If person not available, make appointment to call back. The questions should take less than ten minutes to answer and by answering these questions you will help the college to improve the program.

1. In general, how satisfied are you with the OBS/FBO program?

[] very satisfied [] somewhat satisfied [] somewhat dissatisfied [] very dissatisfied

2. When you entered the OBS/FBO program, what were your goals for your

- education [] no specific goals or _____
- employment [] no specific goals or _____

3. In general, how useful was the program in meeting your goals for your

(1=very useful 2=somewhat useful 3=not very useful 4=not at all useful)

education	1	2	3	4
employment	1	2	3	4

4. Which of the following were part of your OBS/FBO program? (check all that apply)

- | | |
|------------------------|------------------------------------|
| [] (1) Communications | [] (5) Career Planning |
| [] (2) Mathematics | [] (6) Job Search Skills, Resumes |
| [] (3) Science | [] (7) Work Experience |
| [] (4) Computers | |

5. How satisfied are you with (the following aspects of your program)?

(1=very satisfied 2=somewhat satisfied 3=somewhat dissatisfied 4=very dissatisfied)

- | | | | | |
|---------------------------------------|---|---|---|---|
| (a) the teaching/instruction | 1 | 2 | 3 | 4 |
| (b) the counseling | 1 | 2 | 3 | 4 |
| (c) the equipment/materials | 1 | 2 | 3 | 4 |
| (d) location and buildings/facilities | 1 | 2 | 3 | 4 |

6. Which were the best parts of your program? [Probe for two responses and why]

7. Which parts of your program, if any, needed improvement? [Two responses and why]

[Interviewer's Note: we want to see if the program helped with getting a job or getting into another program]

8. Are you now ☐ employed ☐ full time ☐ part time
 ☐ in school ☐ full time ☐ part time
 ☐ both employed and at school
 ☐ neither employed nor at school

9. In general, how useful was the program in helping you to figure out what you want to do?
 ☐ very useful ☐ somewhat useful ☐ not really useful

10. Are you on a waiting list for any education or training program? ☐ yes ☐ no

10a. If yes, which program(s)? _____

11. Are there any (other) programs you'd like to take? ☐ yes ☐ no

11a. If yes, which program(s)? _____

12. Are you looking for a job? ☐ yes ☐ no

12a. Given the job market now, what kind of job do you think you have the best chance of getting? _____

13. Do you believe the OBS/FBO program has made a positive change in your life?
 ☐ yes ☐ no

13a. If the program has made a positive change in your life, can you give some examples of the kinds of things it has helped you do? **[Probe for up to three responses]**

If neither employed nor in school, ask questions 14-16

If in school, ask questions 17-19

If employed, ask questions 20-24

(If both employed and in school, ask questions 17-24)

For those who are neither employed or at school

14. If you aren't working or in school now, have you been employed or at school since you left the OBS/FBO program? (Check all that apply)

☐ employed ☐ full time ☐ part time
☐ in school ☐ full time ☐ part time program _____

15. If you are not currently employed or in another education or training program, how important, if at all, has any of the following factors been?

Comment: _____

(1=most important; 2=somewhat important; 3=not important; n/a=not applicable)

Not enough education	1	2	3	N/A
No space in the program	1	2	3	N/A
Not enough experience	1	2	3	N/A
No jobs available	1	2	3	N/A
Childcare responsibilities/lack of daycare	1	2	3	N/A
Other family responsibilities	1	2	3	N/A
Health problems	1	2	3	N/A
Transportation problems	1	2	3	N/A
Financial problems	1	2	3	N/A

16. How likely is it that you will get a job or return to school in the next three months?

job:	<input type="checkbox"/> pretty likely	<input type="checkbox"/> not very likely	<input type="checkbox"/> "I don't know"
school:	<input type="checkbox"/> pretty likely	<input type="checkbox"/> not very likely	<input type="checkbox"/> "I don't know"

16a. Why? [Probe for up to three responses]

"Thank you" as in...

"Thank you for your time and interest in helping us improve the program by answering these questions."

For Those in School

Name of Program _____

At same college ☐ or _____

17. Is your program a ☐ post secondary program, ☐ skills training,
☐ additional upgrading ☐ another preparatory program

18. How satisfied are you with this program?

☐ very satisfied ☐ somewhat satisfied ☐ somewhat dissatisfied ☐ very dissatisfied

19. In general, how important was your OBS/FBO program to your new program?

☐ very important ☐ somewhat important ☐ not important

19a. Why/How? [Probe for up to three responses]

"Thank you" as in...

"Thank you for your time and interest in helping us improve the program by
answering these questions."

For those employed

20. What's your current job? (title) _____

21 How long have you worked there? _____ weeks/months

22. What do you mainly do in your job? (description of major activity)

23. How satisfied are you with your job?

☐ very satisfied ☐ somewhat satisfied ☐ somewhat dissatisfied ☐ very dissatisfied

24. In general, how important has your OBS/FBO program been for your job?

☐ very important ☐ somewhat important ☐ not important

24a. Why/How? [Probe for up to three responses]

"Thank you" as in...

"Thank you for your time and interest in helping us improve the program by
answering these questions."

Sondage de suivi des personnes qui ont participé à un programme de formation dans le cadre d'objectifEmploi•Ontario

Bonjour/Bonsoir, je m'appelle (nom de l'enquêteur ou de l'enquêtrice) et je vous téléphone au nom de la société de recherche Forum Canada. Nous faisons un très court sondage auprès des personnes qui ont participé depuis le début de l'année au programme de Formation de base de l'Ontario ou Ontario Basic Skills au collège _____. Est-ce que je pourrais parler à (nom de l'apprenant ou de l'apprenante)? Si la personne en question n'est pas disponible, convenez d'une heure à laquelle vous la rappellerez. Ce sondage devrait prendre moins de dix minutes et en acceptant d'y participer, vous aiderez le collège à améliorer son programme.

1. Dans l'ensemble, est-ce que vous êtes très satisfait(e) (1), assez satisfait(e) (2), pas vraiment satisfait(e) (3), ou pas satisfait(e) du tout (4), du programme FBO.

[] très satisfait(e) [] satisfait(e)
[] pas vraiment satisfait(e) [] pas satisfait(e) de tout

2. Lorsque vous avez commencé à participer au programme de FBO, quels étaient vos objectifs

- en matière d'éducation? [] pas d'objectif précis ou
- en matière d'emploi? [] pas d'objectif précis ou

3. Dans l'ensemble, pouvez-vous me dire si le programme vous a beaucoup (1), un peu (2), à peine (3) ou pas du tout (4) aidé(e) à atteindre vos objectifs...

...en matière d'éducation? 1 2 3 4
...en matière d'emploi? 1 2 3 4

4. Je vais vous citer plusieurs domaines d'étude ou de formation. Pouvez-vous me dire après chacun d'eux par un oui ou par un non si votre programme portait sur ces domaines? (cochez toutes les cases qui s'appliquent)

(1) Communications	[]	(4) Informatique/ordinateurs	[]
(2) Mathématiques	[]	(5) Préparation à l'emploi	[]
(3) Sciences	[]	(6) Autre	[]

5. Pouvez-vous m'indiquer pour chacun des aspects du programme que je vais vous citer si vous en êtes très satisfait(e) (1), satisfait(e) (2), pas vraiment satisfait(e) (3) ou pas satisfait(e) du tout (4) :

a. l'enseignement ou l'instruction 1 2 3 4

b. les services de consultation ou de counseling	1	2	3	4
c. la documentation et le matériel ou les appareils utilisés pour les cours	1	2	3	4
d. l'endroit et l'immeuble ou la salle où les cours ont eu lieu	1	2	3	4
e. les autres services offerts par le collège (par exemple en matière de placement)	1	2	3	4

6. Quelles étaient à votre avis les parties les plus utiles et les mieux organisées du programme? **(Essayez d'obtenir deux réponses.)**

7. Quelles sont à votre avis les parties du programme qu'il faudrait améliorer? **(Essayez d'obtenir deux réponses.)**

8. Nous aimerions savoir si le programme FBO vous a aidé(e) à obtenir un emploi ou à vous faire "accepter" dans un autre programme. En ce moment, est-ce que:
- [] vous travaillez? [] à temps plein? [] à temps partiel?
- [] vous suivez des cours? [] à temps plein? [] à temps partiel?
- [] vous faites les deux, vous travaillez et vous suivez des cours?
- [] vous ne faites ni l'un ni l'autre, vous ne travaillez pas et ne suivez pas de cours?

9. A quel point le programme FBO vous a-t-il été utile pour décider ce que vous aimeriez faire à l'avenir?

[] très utile [] utile [] pas utile

10. Est-ce que vous-êtes sur la liste d'attente d'un programme d'éducation ou de formation quelconque? [] oui [] non

10a. (Si la réponse est oui) Lequel? (ou lesquels)

11. Est-ce qu'il y a des programmes (ou d'autres programmes) auxquels vous aimeriez participer? [] oui [] non

11a. (Si la réponse est oui) Lequel? (ou Lesquels?)

12. Est-ce que vous cherchez en emploi? [] oui [] non

12a. (Si la réponse est oui) Quel genre d'emploi cherchez-vous?

13. Pensez-vous que le programme FBO a apporté des changements positifs à votre vie?

[] oui [] non

13a. Comme vous pensez que le programme a apporté des changements positifs à votre vie, pouvez-vous me donner des exemples du genre de choses qu'il vous a aidé(e) à faire?

(Essayez d'obtenir deux ou trois réponses.)

Ni l'un ni l'autre? (pas d'emploi, pas de cours) Posez les questions 14 à 16.

Des cours? Posez les questions 16 à 19.

Un emploi? Posez les questions 20 à 24.

Les deux? (un emploi et des cours) Posez les questions 16 à 24.

Questions aux personnes qui n'ont ni l'un ni l'autre (pas d'emploi et pas de cours)

14. Vous dites qu'en ce moment, vous n'avez pas d'emploi et vous ne suivez pas de cours. Est-ce que vous avez eu un emploi ou suivi un cours depuis que vous avez quitté le programme FBO? (cochez toutes les cases qui s'appliquent)

[] un emploi [] à temps plein [] à temps partiel
[] un cours [] à temps plein [] à temps partiel programme _____

15. Si vous n'avez pas d'emploi en ce moment et que vous ne suivez pas de cours ou de programme de formation, pouvez-vous dire si c'est surtout (1), en grande partie (2), un peu (3) ou pas du tout (4) à cause des facteurs que je vais vous citer, ou me dire si ces facteurs ne s'appliquent pas (s/o) :

Vous n'avez pas assez d'éducation	1	2	3	4	s/o
Il n'y avait pas de place dans le programme	1	2	3	4	s/o
Vous n'avez pas assez d'expérience	1	2	3	4	s/o
Il n'y a pas d'emplois disponible	1	2	3	4	s/o
Vous devez vous occuper de vos enfants ou vous n'avez pas trouvé de place de garderie	1	2	3	4	s/o
Vous avez trop d'obligations familiales	1	2	3	4	s/o
Vous avez des problèmes de santé	1	2	3	4	s/o
Vous avez des problèmes de transports	1	2	3	4	s/o
Vous avez des problèmes d'argent	1	2	3	4	s/o

16. Quelles sont à votre avis vos chances de trouver un emploi ou de suivre un autre cours dans les trois prochains mois?

Emploi : [] très bonnes [] assez bonnes [] je ne sais pas
Cours : [] très bonnes [] assez bonnes [] je ne sais pas

- 16a. Pourquoi? (Essayez d'obtenir deux ou trois réponses.)

«Merci...» par exemple :

«Merci d'avoir pris la peine de répondre à ces questions pour nous aider à améliorer le programme.»

Questions aux personnes qui suivent un cours

Nom du programme _____

Au même collège ☐ ou _____

17. Dans quel genre de programme suivez-vous ces cours?
☐ programme postsecondaire ☐ formation professionnelle
☐ programme de formation de base ☐ préparatoire à l'emploi
☐ autre (préciser) _____
18. A quel point êtes-vous satisfait(e) de ce programme?
☐ très satisfait(e) ☐ satisfait(e)
☐ pas vraiment satisfait(e) ☐ pas satisfait(e) du tout
19. Dans l'ensemble, est-ce que ce vous avez appris dans le programme FBO vous est utile pour votre participation au nouveau programme?
☐ très utile ☐ utile
☐ pas très utile ☐ pas utile du tout
- 19a. Pouvez-vous me dire pourquoi? (**Essayez d'obtenir deux ou trois réponses.**)

«Merci...» par exemple :
«Merci d'avoir pris la peine de répondre à ces questions pour nous aider à améliorer le programme.»

Questions aux personnes qui ont un emploi

20. Quel est votre emploi à l'heure actuelle (titre)? _____
21. Depuis combien de temps travaillez-vous là? _____
22. Qu'est-ce que vous faites surtout dans votre emploi? (description de la principale fonction)
- _____
23. Est-ce que vous êtes satisfait(e) de votre emploi?
- [] très satisfait(e) [] assez satisfait(e)
[] pas vraiment satisfait(e) [] pas satisfait(e) du tout
24. Dans l'ensemble, est-ce que ce vous avez appris dans le programme FBO à été important pour votre emploi?
- [] très important [] important
[] pas très important [] pas important de tout
- 24a. Pouvez-vous me dire pourquoi? (**Essayez d'obtenir deux ou trois réponses.**)

«Merci...» par exemple :
«Merci d'avoir pris la peine de répondre à ces questions pour nous aider à améliorer le programme.»

Appendix D

Coordination Project Documents



Memorandum

April 10, 1995

To: OBS Managers
jobLink Project Leaders

From: Marg Shinozaki and Norm Rowen
Coordination and Evaluation Team

Re: Progress Reports

Happy Spring!! A brief update on a few matters:

(a) The piloting of the Stream 1 follow-up questionnaire has been completed (both English and French). Last Friday, Norm met with the interviewers who did the piloting and discussed the results at length. They said that they had basically good cooperation from the students they spoke with, but that some additional changes were necessary to simplify some of the language, to eliminate some questions to avoid repetition and to reorder other questions to have a better 'flow'.

The changes they identified have essentially been made. A few questions have been eliminated and some others reworded. As well, the order of questions in the first part has been modified. Please review the instrument as this is the version to be used, unless there are very strong feelings about particular items.

They expected these changes would increase the response rate. Also, they generally felt that the modified instrument could be used for any number of 'access' programs in addition to jobLink. At less than ten minutes (with the changes possibly six or seven), they thought the survey will be an effective and efficient means to get the type of information programs can use.

(b) While some colleges have provided 'process' ('progress') reports on their activities, many others have not. In order to be able to provide OTAB with a late May 'Interim Report', we would like to remind those of you who haven't yet sent anything to do so **by May 8, 1995**. As mentioned in Norm's February 23rd memo, the report's focus should be on the start-up of **both** Stream 1 and 2 projects. Many of you have mentioned challenges you've had in recruitment or start-up and how you've modified and adapted your programs to meet these challenges. We would like to summarize these in reporting to OTAB, but need your descriptions (and your analyses).

(c) For the interim report, we also need a statement of how you plan to evaluate your Stream 2 projects. Since a number of projects have asked for some help, attached are some 'guidelines' about the kind of information which would be useful, as well as suggestions which may help you plan how to get the relevant information. (These guidelines would apply to most, but by no means all, projects.)

The main objective for the evaluation of all Stream 2 projects is 'program improvement', rather than any 'judgement' about the project; that is, helping each project and others understand what "works", for "which learners" and educated guesses about "why". Four elements could be included in your final project evaluations.

(1) The 'background' information can be a very brief descriptive section that answers the question "who is in the program?". Information is largely available from the Trainee Profile forms, and some colleges have additional forms to collect other information. As well, you should indicate if the numbers or types of learners are different from who you expected or targeted, and how that happened. (There are usually good reasons that can be easily described!).

(2) The 'process' section begins with the question "how did they come to be in the program?" and should include a description of the recruitment and referral strategies used in the project. **Many of you will have done this for the process (progress) report.**

The main question for this section is "what did we do in the project?" and would include a description of the program's organization, curriculum and delivery and resources (including time spent on different aspects, how students are evaluated, faculty and staff, as well as any community resources such as work placements, etc.). This could be the section to describe any changes in the project's goals and activities from what you thought you would do to what you actually are doing. Most of this information would come from project faculty and staff. However, you may also want to ask learners for their perceptions of different parts of the program.

(3) The third section would report on the 'results' of the project; specifically, "what happened to students after the project?". This could involve follow-up with students who get jobs, go to other training, or leave without particular plans. In addition, you can describe the support provided, either individually or to the group of learners, to help them with their transition. Some projects have this as a major component; others may provide support in different ways.

Also, this section should report on the perceptions of the project from those involved including learners, faculty and staff, and those "receiving" participants (either employers or faculty in other programs) . There are formal and informal ways to get these perceptions, depending on the circumstances. But you should be thinking about how to get this important feedback on different aspects of your project.

Some people have asked about using the Stream 1 follow-up survey with their Stream 2 learners. This is fine. You might want to develop some similar questions for faculty and staff, employers involved in work placements, etc. You might think about the timing; that is, when you would do any follow-ups.

(4) Finally, what we've called the 'critical appraisal' is like a self-study of what you've found out from the other parts. Many processes could be used, but the idea is to step back and ask what you've learned from the project and how could it be made better. Some lessons for regular OBS or other 'access' programs will probably come to you, and we need to ensure that these lessons can be shared with similar programs and with OTAB.

At a meeting with some Metro Stream 2 projects, these guidelines seemed useful, without being too directive. However, you should feel free to propose alternative approaches to evaluate your own projects. In addition, you can collect different types of 'indicators' for each element. (The 'Core Quality Standards' have some good ideas as well.) Norm will try to be in touch with each project over the next several weeks, but feel free to call him with any questions or comments at (416) 956-7302 or e-mail at nrowen@gbc.gbrownc.on.ca.

Many thanks for your cooperation and we look forward to receiving your reports and Stream 2 evaluation plans. You can fax reports to us at (416) 956-7303 or send them

c/o Faculty of Access and Preparatory Studies
George Brown College
P.O. Box 1015, Station B
Toronto
M5T 2T9

But please, please note: we absolutely need them by May 8th so that we can integrate the material and provide our report to OTAB by the end of May.

As always, many thanks and please call with any questions or concerns.

Guidelines for Stream 2 Project Evaluations

Why evaluate the project? - to improve the project by:

- describing changes in goals (project & learner) and reasons for change
- determining what works or doesn't work; & why
- providing evidence to support the analysis

1. Background: (include students & project faculty/staff)

- Who are the learners? (personal background information)
- Are they different than you anticipated?
- If the learners are members of a special target group, does the learner profile look different than the general population?
- What were the learners' goals at the beginning, middle, and end of the project?

2. Process: (include learners & project faculty/staff)

Describe:

- recruitment strategies
- referral sources
- implementation issues
- change(s) in project goals/objectives (if applicable)
- activities provided
- resources brought to the project
- budget considerations (on target?)

3. Results: (include students, project faculty, employers)

What happened to the students after the project?

- Who went where?
- How did they get there? (individual/project support)
- How related are the results to the learners' personal and project's goals?
- How satisfied are the students/faculty/employers with the results?

4. Critical Appraisal: (self-study)

- What does this all tell us about what works and why?
- What is needed? What would you do about it?
- What would you do differently?

Follow-up Survey For All jobLink Ontario Trainees
[Final Version: April 21, 1995]

Good evening/afternoon, my name is (interviewer's name) from Forum Canada Research. We're conducting a brief survey with students who attended (college name) OBS/FBO program earlier this year. Could I speak with (student's name)? If person not available, make appointment to call back. The questions should take less than ten minutes to answer and by answering these questions you will help the college to improve the program.

1. In general, how satisfied are you with the OBS/FBO program?

[] very satisfied [] somewhat satisfied [] somewhat dissatisfied [] very dissatisfied)

2. When you entered the OBS/FBO program, what were your goals for your

- education [] no specific goals or _____
- employment [] no specific goals or _____

3. In general, how useful was the program in meeting your goals for your

(1=very useful 2=somewhat useful 3=not very useful 4=not at all useful)

education	1	2	3	4
employment	1	2	3	4

4. Which of the following were part of your OBS/FBO program? (check all that apply)

- | | |
|------------------------|------------------------------------|
| [] (1) Communications | [] (5) Career Planning |
| [] (2) Mathematics | [] (6) Job Search Skills, Resumes |
| [] (3) Science | [] (7) Work Experience |
| [] (4) Computers | |

5. How satisfied are you with (the following aspects of your program)?

(1=very satisfied 2=somewhat satisfied 3=somewhat dissatisfied 4=very dissatisfied)

(a) the teaching/instruction	1	2	3	4
(b) the counseling	1	2	3	4
(c) the equipment/materials	1	2	3	4
(d) location and buildings/facilities	1	2	3	4

6. Which were the best parts of your program? [Probe for two responses and why]

7. Which parts of your program, if any, needed improvement? [Two responses and why]

[Interviewer's Note: we want to see if the program helped with getting a job or getting into another program]

8. Are you now ☐ employed ☐ full time ☐ part time
 ☐ in school ☐ full time ☐ part time
 ☐ both employed and at school
 ☐ neither employed nor at school

9. In general, how useful was the program in helping you to figure out what you want to do?
 ☐ very useful ☐ somewhat useful ☐ not really useful

10. Are you on a waiting list for any education or training program? ☐ yes ☐ no

10a. If yes, which program(s)? _____

11. Are there any (other) programs you'd like to take? ☐ yes ☐ no

11a. If yes, which program(s)? _____

12. Are you looking for a job? ☐ yes ☐ no

- 12a. Given the job market now, what kind of job do you think you have the best chance of getting? _____

13. Do you believe the OBS/FBO program has made a positive change in your life?
 ☐ yes ☐ no

- 13a. If the program has made a positive change in your life, can you give some examples of the kinds of things it has helped you do? [Probe for up to three responses]

If neither employed nor in school, ask questions 14-16

If in school, ask questions 17-19

If employed, ask questions 20-24

(If both employed and in school, ask questions 17-24)

For those who are neither employed or at school

14. If you aren't working or in school now, have you been employed or at school since you left the OBS/FBO program? (Check all that apply)

☐ employed ☐ full time ☐ part time
☐ in school ☐ full time ☐ part time program_____

15. If you are not currently employed or in another education or training program, how important, if at all, has any of the following factors been?

Comment: _____

(1=most important; 2=somewhat important; 3=not important; n/a=not applicable)

Not enough education	1	2	3	N/A
No space in the program	1	2	3	N/A
Not enough experience	1	2	3	N/A
No jobs available	1	2	3	N/A
Childcare responsibilities/lack of daycare	1	2	3	N/A
Other family responsibilities	1	2	3	N/A
Health problems	1	2	3	N/A
Transportation problems	1	2	3	N/A
Financial problems	1	2	3	N/A

16. How likely is it that you will get a job or return to school in the next three months?

job: ☐ pretty likely ☐ not very likely ☐ "I don't know"
school: ☐ pretty likely ☐ not very likely ☐ "I don't know"

16a. Why? [Probe for up to three responses]

"Thank you" as in...

"Thank you for your time and interest in helping us improve the program by answering these questions."

For Those in School

Name of Program _____

At same college ☐ or _____

17. Is your program a ☐ post secondary program, ☐ skills training,
☐ additional upgrading ☐ another preparatory program

18. How satisfied are you with this program?

☐ very satisfied ☐ somewhat satisfied ☐ somewhat dissatisfied ☐ very dissatisfied

19. In general, how important was your OBS/FBO program to your new program?

☐ very important ☐ somewhat important ☐ not important

19a. Why/How? [Probe for up to three responses]

"Thank you" as in...

"Thank you for your time and interest in helping us improve the program by answering these questions."

For those employed

20. What's your current job? (title) _____

21 How long have you worked there? _____ weeks/months

22. What do you mainly do in your job? (description of major activity)

23. How satisfied are you with your job?

☐ very satisfied ☐ somewhat satisfied ☐ somewhat dissatisfied ☐ very dissatisfied

24. In general, how important has your OBS/FBO program been for your job?

☐ very important ☐ somewhat important ☐ not important

24a. Why/How? [Probe for up to three responses]

"Thank you" as in...

"Thank you for your time and interest in helping us improve the program by answering these questions."

**January 1995**

Provincial OBS jobLink Meeting

OBS managers from across the province met in Toronto on November 17 and 18, 1994 to find out about OBS jobLink initiatives throughout the colleges and share information about their own special projects. Among the topics discussed were:

- creative ways of recruiting students on social assistance
- draft follow-up survey of Stream 1 students
- implementation and evaluation of Stream 2 projects
- faculty professional development needs
- using CoSy to communicate
- Blueprints Project (Fanshawe College)

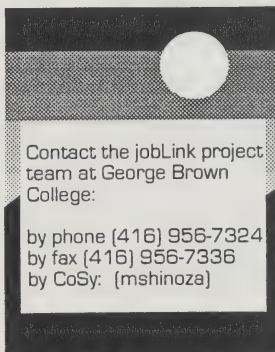
Working Groups and Professional Development

Some colleges were eager to continue exchanging information and sharing their experiences as they implement and evaluate their Stream 2 projects.

If there is sufficient interest, the jobLink project team will coordinate OBS faculty working groups for jobLink projects focussing on:

- student assessment
- employability skills
- unpaid work experience
- bridging between OBS levels and transition to postsecondary program

A workshop is being planned for the first week of March for jobLink faculty. Topics will include vocational assessment techniques and instruments, labour market trends, job matching techniques, and more..... Details to follow.



Recruiting Students

Tell us about your success in recruiting social assistance recipients for your OBS program. If you have any suggestions you'd like to share, we'd like to hear from you so that we can pass them on to other colleges.

jobLink/objectifEmploi Ontario Steering Committee

A small committee, comprised of the jobLink project team and OTAB Literacy Section management meet regularly to review progress in jobLink/OEO initiatives.

The committee met first in October to set priorities for the evaluation and coordination team. It met again late in November to follow up on the provincial OBS managers meeting and to take action on the needs identified. The next meeting will take place early in February.

OBS jobLink/FBO objectifEmploi Team

The Ontario Training and Adjustment Board (OTAB) allocated a total of \$6.5 million for colleges across Ontario to expand their regular OBS/FBO programs (Stream 1) to serve additional students on social assistance. OTAB also funded special pilot projects to prepare social assistance recipients for further training and/or employment, or look at ways of improving their OBS programs for these students.

George Brown College has been funded to coordinate and evaluate jobLink/objectifEmploi initiatives in community colleges across Ontario. When the project began last October, the jobLink project team included:

- Terry Dance-Bennink, Dean of Access and Preparatory Studies
- Martine Giguere, FBO/OEO project leader
- Norman Rowen, principal researcher and evaluation consultant
- Margaret Shinozaki, OBS jobLink project leader

Margot Cardinal will join the team as the FBO/OEO evaluation coordinator.

The team can be contacted at the St. James Campus of George Brown College: (416) 956-7324.

Coming soon to your college!

Martine Giguere and Margaret Shinozaki will be visiting all colleges over the next three months to meet with jobLink faculty.



jobLink • Ontario

objectifEmploi • Ontario

Evaluation Update

by Norm Rowen

Plans for the evaluation of Stream 1 projects are proceeding, though a bit slower than originally discussed. Five colleges to date have suggested specific revisions to the draft instrument, which has now been translated and is also being reviewed by the Francophone Stream 1 coordinators. In addition, as suggested at our jobLink Steering Committee meeting, an outside firm is being contracted to ensure that the data collection is consistent across all Stream 1 projects. The next draft will be circulated as soon as possible and piloting is still on schedule for February.

Andrea Hayman (OTAB Literacy Section) is providing a file of "baseline" data for use in the analysis of Stream 1 projects. This data will allow a more complete description of the jobLink population in comparison to the general OBS/FBO profiles.

We look forward to receiving the "process notes" from each college, which will describe the 'start-up' of your jobLink projects; in particular, the challenges you've faced and your frustrations. These "notes" will be integrated as part of an interim report to OTAB in the Spring. Please send them now (and avoid the rush later).

Finally, you may wish assistance planning your Stream 2 project evaluations. Whether as individual projects or as working groups, feel free to contact Norm Rowen at (416) 956-7324 or E-Mail (nrowen@gbc.gbrownc.on.ca).

Hot off the press!

A brief description of the more than 50 Stream 2 jobLink/OEO projects funded across the Ontario colleges is available for distribution. Contact the jobLink/OEO project team for your copy.

OEO Dernieres Nouvelles by Martine Giguere

Un comité d'appui au projet OEO est maintenant devenu une réalité.

Mme Margot Cardinal a bien voulu accepter le rôle de personne liaison entre les projets francophones et anglophones en ce qui a trait à l'évaluation.

Ceux qui désirent commenter l'ébauche du questionnaire proposé pourront le faire parvenir à Mme Margot.

Pour ce qui est du perfectionnement du personnel, il semblerait que la plupart souhaiterait un ou deux ateliers autour des sujets suivants:

- le recrutement et la rétention
- le retour au travail/une question de mentalité
- une clientèle diversifiée dans une même salle.

Lors de la réunion provinciale, les intervenants dans les projets OEO ont demandé un bulletin trimestriel.

Curriculum Ideas

Did you know that the Independent Learning Centre has a Personal Life Management program?

Courses currently include:

- Entrepreneurship
- The Law
- Resources Management
- Well-Being

Available mid-February:

- Career Planning
- The Successful Student

Literacy and ESL courses are also available. For further information, colleges may contact Valerie Hume at the ILC (416) 325-4647 or 1-800-267-2979.

Comments and contributions to this publication are welcomed! Contact Margaret Shinozaki by:

- CoSy (mshinoza)
- phone (416) 956-7324
- fax (416) 956-7336.

Linking through CoSy by Anita Watkins

Would you like to connect with OBS faculty involved in other jobLink projects?

CoSy, the Ontario Literacy Communications Network is a user-friendly stop on the information highway where you can talk with other literacy providers in Ontario about projects and activities and share ideas and concerns. Both private e-mail and open and closed discussion groups (conferencing) are available. If you have a working group, you can have a closed conference set up for your particular group's needs.

Coming soon on CoSy - in response to popular demand - an electronic workshop on numeracy.

CoSy is available through modem call or Internet. To log on to CoSy via Internet:

- from your system Internet prompt
→ telnet calnet.gbrownc.on.ca
- at the login: prompt → cosy
- at the Name? prompt
→ your CoSy ID
- at the Password: prompt
→ your Password

Downloading files from CoSy to your own computer: The key is how you connect to your college's system. If you have a serial connection (either hard wire or by modem), you can download with your communications software. CoSy uses zmodem as the default for downloading. If you need to download via Kermit, contact us to set your CoSy profile to do this.

Uploading is easy via ASCII text transfer.

If you are outside the Toronto local-call areas, you must call in via datapac. Please contact us for an updated login file for your communications software.

If you need assistance, call (416) 944-4640.

OBS jobLink / FBO objectifEmploi Ontario

George Brown



The City College

April 1995

What's New?

Learning and Sharing Workshop

39 OBS jobLink and FBO objectifEmploiOntario faculty and staff from 18 colleges from across the province met on Thursday March 2 to share experiences about their Stream 2 projects. Most participants work in projects that include an unpaid work placement component.

The one-day workshop was held at the Kensington Campus of George Brown College, just one week before the campus closed its doors to students.

What was it all about?

- exchanging challenges and successes in getting projects up and running
- labour market trends for the 90s
- vocational assessment tools and techniques that work
- a panel on issues around job search

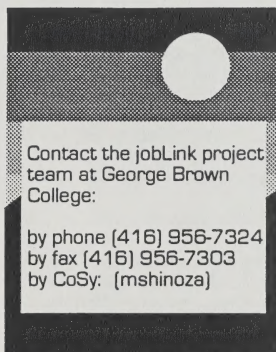
All in all, it was a jam-packed day that left participants wanting more time to meet and learn from their colleagues. If you'd like more information, give Margaret a call. Your OBS manager and all workshop participants have copies of the day's proceedings, as well.

Meetings, More Meetings!

- Early in April, as follow-up to the workshop, some Stream 2 project faculty and staff from Humber, Centennial, and George Brown Colleges got together to continue their networking. Norm Rowen gave some useful tips and guidelines for project evaluation.



jobLink - Ontario
objectifEmploi - Ontario



Contact the jobLink project team at George Brown College:

by phone (416) 956-7324
by fax (416) 956-7303
by CoSy: (mshinoza)

- On May 10th a small group comprised of those OBS jobLink projects looking at student assessment will meet half-way between Cornwall and Kitchener - at the Cobourg (Lakeshore) campus of Sir Sandford Fleming College. Stream 2 project staff and faculty from Mohawk, Sheridan, and Sir Sandford Fleming will meet with other community literacy groups working on similar assessment projects.

Recruitment Strategies

by Ollie Bakelaar
Sir Sandford Fleming

We have hired three student advocates to talk to social assistance recipients about returning to school. The advocates are very excited about the project and hope that OTAB will continue funding. (ed. note: Funding was part of the Stream 1 allocation.)

The advocates are on social assistance themselves and say that they wish they had had someone to talk to when they were considering starting back to school

- one advocate is just completing her upgrading
- the second started post-secondary in January
- the third is a graduate from this college and is working in her field (Employment Counselling) as well as for this project.

The Social Services Department in Peterborough has developed a self-referral form for people interested in talking to an advocate about returning to school. Completed forms are faxed to the college every week and the advocates follow up. Follow-up contacts are very time-consuming and a real challenge!

Advocates posted flyers in supermarkets, billiard parlours, laundromats, Y's Buys, Women's Health Care Centre, Children's Services, Tower Hill Village, Kawartha Child Care Services, and the Public Library, just to mention a few.

Our Communications Department composed a 'press release' about our project and will also contact radio stations to set up an interview with one of the advocates.

The advocates and I feel that this project is really needed in this community, but if funding is not continued beyond March 31, we will never know if our strategies to reach people in the community will be realized.

(ed. note: Ollie has also arranged for an OBS student to be profiled in "SPIRIT", a newsletter of the Employment Services branch of Peterborough Social Services.)

Evaluation Update by Norm Rowen

We completed the piloting of the Stream 1 follow-up survey and made some changes based on the results. In particular, we've eliminated a few questions and reworded a few others. Having spoken directly with the interviewers, I'm certain that the changes will help the response rate and keep the interviews to less than ten minutes. Each Stream 1 program will need to submit names and phone numbers to us and the firm doing the phoning will then automatically make the contacts three months after the learner leaves the program.

Stream 2 projects are in the process of developing evaluation plans appropriate to each project. A memorandum was circulated [April 10, 1995] which offered a framework for the kinds of information projects should include; namely, information on learners' backgrounds, on the program process (including entry, curriculum, and delivery), the results of the project and a 'critical appraisal' or self-study of what has been learned from the project, and plans for any changes. This broad framework will hopefully help most projects focus their evaluation plans.

Finally, we expect to receive progress reports from your jobLink activities by May 8, 1995 so that we may integrate them into an interim report to OTAB.

If there are any questions, feel free to contact me at (416) 956-7302 or e-mail to nrowen@gbc.gbrownc.on.ca. I hope to be in touch directly with each Stream 2 project over the next few weeks.

Technology is great!

(when you have it and if it works). Apologies to those of you who may have been trying to reach Margaret by AlphaCom (aka CoSy). She was without both a working computer and a modem for a month or so. She's now back cruising the information highway. You'll also note her new fax number! There's no longer a machine on the business end of the old fax number.

Changes, changes, changes!

Best wishes Betty
Good luck Terry
Welcome Jo and Sandra

We're about to bid a fond adieu to Betty Butterworth as she leaves the Literacy Section at OTAB. We all wish her well!

Sandra Miners, Regional Coordinator for the Central Region will take over Betty's OBS jobLink responsibilities at OTAB.

We've already lost Terry Dance-Bennink to Sir Sandford Fleming College! Terry left her position as Dean of Access and Preparatory Studies, here at George Brown, and took on a new role as Academic Vice-president, in Peterborough.

Until a new Dean is hired, Jo Lee, Chair of Community Outreach here at George Brown, will take the helm as the leader of the OBS jobLink coordination and evaluation team.

Hot off the press!

The Ontario Literacy Coalition has just published, **Field Development Projects 1994-95 On the Move**. It contains brief descriptions of literacy projects throughout the province. The projects focus on:

- assessment materials and approaches
- literacy worker training
- Recognition for Adult Learning Projects
- family literacy
- OBS jobLink initiatives

For further information, contact the OLC Field Development officer, Doug Rankin in Toronto:

- by phone at (416) 963-5787
- by AlphaCom: drankin

Comments and contributions to this publication are welcomed! Contact Margaret Shinozaki by:

- AlphaCom mshinoza
- phone (416) 956-7324
- fax (416) 956-7303.

New Developments at the Literacy Network (aka CoSy) by Anita Watkins

Service to both English and French programs!

We are pleased to announce that OTAB has funded us to develop the network so that we can provide the service to both French and English literacy programs.

French programs will be able to participate on the network in a completely French environment. This means that users will be able to operate in their language of preference and there will be both English and French conferences. [Current English conferences will continue as usual.] This expanded service means that bridges can be built between the two communities on the network at appropriate times.

New Name

As part of the process, we are changing the names 'CoSy' and the 'Ontario Literacy Communications Network' so that our name will work well in both languages. The new name is AlphaCom.

Menu system

AlphaCom is introducing a new interface for networking sessions. The new Menu allows users to do the things they want to do in both E-mail and Conferencing by choosing appropriate items for actions from menus on each screen. You can access the Menu from the CoSy: prompt by typing 'menu'. On-line help and printed support materials are being developed.

Things to come!

New features coming in the next year:

- a new on-line editor
- binary file transfer
- Internet mail
- a polling feature

Remember that you can access AlphaCom by telnet connection on the Internet. For more information, contact the Computers & Learning Centre at George Brown College (416) 944-4640.



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